

# APPENDIX

TO THE

## SEVENTY-THIRD REPORT

OF THE

### COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

SCHOOL YEAR 1906-7.

#### SECTION I.

General Reports on the State of National Education by  
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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Presented to both Houses of Parliament by Command of His Majesty.

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SECTION I.—GENERAL REPORTS ON THE STATE OF NATIONAL EDUCATION  
in 1906-7 by INSPECTORS and OTHERS.

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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

## GENERAL REPORT ON THE TRAINING COLLEGES.

Messrs.  
PURSER AND  
HYNES.

Owing to this General Report being required for the school year ended last June, instead of for the calendar year ended December, as was formerly the case, the period referred to in it covers two sessions. Nominally the college session ends on 31st August, but in reality terminates on 30th June, the annual recess coming on immediately after the examinations held in the first week of July.

A record of the last two sessions—1905-6 and 1906-7—is given here.

The following table shows the number of King's Scholars in each of the Training Colleges in September, 1905 :—

NUMBER of STUDENTS in the several TRAINING COLLEGES at the commencement of the Session in September, 1905.

TABLE A.

	MEN.				WOMEN.			
	Certi- fied Teachers. One Year's Course.	King's Scholars for		Total.	Certi- fied Teachers. One Year's Course.	King's Scholars for		Total.
		2nd Year.	1st of Two Years.			2nd Year.	1st of Two Years.	
"Marlborough-st."	8	39	48	95	23	79	65 + 2 Externs.	165 + 2 Externs.
"St. Patrick's," ...	22	64	79	165	-	-	-	-
"Our Lady of Mercy,"	-	-	-	-	8	122	70	190
"Church of Ireland,"	1	18	14	28	6	44	42	92
"De La Salle," ...	4	71	71	149	-	-	-	-
"St. Mary's," ...	-	-	-	-	10	44	66	180
"Mary Immaculate,"	-	-	-	-	16	37	53	100
	35	187	215	437	57	326	274 + 2 Externs.	637 + 2 Externs.
	222				383			
There remained at end of the Session and presented themselves for the Annual Examina- tion in July, 1906.		290	210	-	379	273	-	-
Of these there passed.		171	203	-	356	290	-	-

MEASRE.  
PUSKER AND  
HYANS.

The failures at the examination held at the close of this session were again above the average, due to the scarcity of well-qualified candidates for admission to the colleges in 1905. In some colleges all applicants who passed the King's Scholarship examination, even those who only scored a bare pass, had to be received in order to obtain the complement of students sanctioned.

We are glad to be able to report that this scarcity of suitable candidates, the result perhaps largely of undue depreciation of the value of the National teachers' position, is passing away; it will no doubt cease altogether when the improved scale of salaries for the earlier years of service, which the Commissioners have recommended as essential for the progress of the educational system in Ireland, has been sanctioned. The improvement is shown in the following tabular statement, giving the number of candidates, including monitors, Intermediate pupils, and under-graduates who presented themselves for the King's scholarship examinations at Easter, 1906 and 1907, and the general result of these examinations:—

—	Number Examined.	Number Passed in—			Eligible for Admission but not Classed.	Failed.
		1st Division.	2nd Division.	3rd Division.		
			Men.			
{ 1906, ...	628	117	189	88	19	161
{ 1907, ...	674	156	183	132	26	174
			WOMEN.			
{ 1906, ...	1,458	272	462	251	9	464
{ 1907, ...	1,728	328	600	368	14	423

The students who pass at each examination are placed in three divisions. The minimum percentage of marks required for each division (or class) was in former years 70, 60 and 50, for 1st, 2nd, and 3rd, respectively, but during the period under review the percentage formerly laid down for 1<sup>st</sup>, 1<sup>2</sup>, and 2<sup>d</sup> under the classification system was adopted; hence the numbers which we give here cannot be contrasted closely with those for 1905. They indicate, however, sound progress and a satisfactory state of proficiency in the prescribed subjects.

Of King's scholars in their final year there were placed:—

—	Men.		Women.	
	1906.	1907.	1906.	1907.
In 1st Division, ...	29	74	47	128
In 2nd Division, ...	85	126	126	168
In 3rd Division, ...	67	22	111	34

and of those at the end of the first of the two years' course there were placed :—

	Men.		Women.	
	1906.	1907.	1906.	1907.
In 1st Division, ... ..	66	63	78	60
In 2nd Division, ... ..	98	114	160	180
In 3rd Division, ... ..	39	42	35	61

MESSRS.  
PUNNEN AND  
MITRA

The following table (B), which gives the same information for the year 1906-7 as Table A. for the previous year, shows a marked improvement in the quality of the students in training and in the selection of candidates the authorities of the Training Colleges were enabled to make :—

NUMBER OF STUDENTS IN THE SEVERAL TRAINING COLLEGES at the commencement of the Session in September, 1906.

TABLE B.

	MEN.				WOMEN.			
	Certi- ficated Teachers. One Year's Course.	King's Scholars for		Total.	Certi- ficated Teachers. One Year's Course.	King's Scholars for		Total.
		2nd Year.	1st of Two Years.			2nd Year.	1st of Two Years.	
"Marlborough-st.,"	7	47	51	105	30	58 + 2 Externs.	77 + 3 Externs.	165 + 5 Externs.
"St. Patrick's," ...	20	69	76	165	-	-	-	-
"Our Lady of Mercy,"	-	-	-	-	30 + 1 Extern.	67	103 + 3 Externs.	130 + 4 Externs.
"Church of Ireland,"	-	14	17	31	3	30	30	33
"De La Salle," ...	3	76	95*	176*	-	-	-	-
"St. Mary's," ...	-	-	-	-	12	43	45	100
"Mary Immaculate,"	-	-	-	-	4	51	45 + 1 Extern.	105 + 1 Extern.
	30	206	240*	476*	79 + 1 Extern.	233 + 2 Externs.	336 + 7 Externs.	657 + 10 Externs.
	236				237 + 3 Externs.			
There remained at the end of the Session and presented themselves for the annual examination in July, 1907.	232	229	-	-	337	322	-	-
Of these there "passed."	232	226†	-	-	329	310†	-	-

\* Includes 20 admitted in October.

† Exclusive of 5 students who were unable to complete their examination owing to illness (menstrual).

Messrs.  
PUNSON AND  
HYNES.

The students in their final year who obtained the mark good or very good for their teaching numbered 67; in 1907 the corresponding number was 86.

No material change has been made in the system of training pursued in the colleges.

In addition to the Professors' lectures which the students attend, they are required to spend a considerable portion of time in the Practising school, observing methods and teaching pupils, under proper supervision. Criticism lessons are also given by the King's scholars in all the colleges.

It has been proposed that the colleges should undertake the examination of the students at the end of their first year of training—a proposal that has much to recommend it.

The organizers and examiners in special subjects have reported favourably of the work done in these subjects in the colleges.

Most of the King's scholars when they have completed their training readily find employment in Ireland, but some go to England. This is rather objectionable now that the grant for so many students (75-100) is paid out of the Development Grant.

#### " MARLBOROUGH-STREET " TRAINING COLLEGE.

We have no material change to report in the case of this college.

Though the full number of well-qualified women (165) for which the college is licensed can easily be obtained, the number of men candidates still falls below the college requirements. To fill the 130 places, only 95 men were to be had in 1905-6, but last session showed some improvement in this respect, as 105 men candidates qualified for admission.

On the whole, the health of the students was satisfactory during the two sessions, though some of the women students, especially in the winter months, find it trying to live in such confined quarters. Their town residence does not correspond with modern requirements, and only that they have in turn the benefit of living outside the city for a few weeks, many additional cases of sickness would have to be reported.

The magnificent new building for the men King's scholars is now approaching completion, and should be of great advantage to the college. It promises to be one of the finest Training college residences in the United Kingdom.

The buildings and lecture-rooms at Marlborough-street are maintained in a satisfactory condition, but the class-rooms belonging to the Practising schools have not been remodelled so far, and still retain the defects pointed out in our last report. Every effort, however, is made to minimise the disadvantages we have referred to, and the diminished number of failures in the practice of teaching shows that these efforts have been successful to a considerable extent. Progress continues to be made.



The staff of professors and teachers has not undergone any change.

Our annual inspection was held in the first week of June, when we had the pleasure of meeting and conferring with the principals and professors.

Messrs.  
PUSHER AND  
HYMES.

#### "ST. PATRICK'S" TRAINING COLLEGE, DRUMCONDRA.

This college has been hitherto able to maintain its full complement of students, and began both sessions with 165 men. A few dropped off during the year from one cause or another, chiefly illness, but, on the whole, the health of the students was very good.

The College buildings are maintained in a thoroughly satisfactory condition, and afford the students a model of tastefulness which must in itself be of educational value to them.

The college authorities have had, in common with the world of Science, to deplore the loss of Monsignor Molloy, who was connected with the college from the earliest times.

With this exception the staff of professors continues practically the same as when we last reported on this establishment. The work of the professors has been always fairly successful in spite of the somewhat inferior class of students that had to be admitted, and the last session has shown a marked improvement. A weakness was, however, still apparent to some extent, especially in the art of teaching, but this should be easily remedied now that the college is provided with one of the best equipped Practising schools in the country. The excellence of the plan of these new schoolrooms, the satisfactory manner in which the building has been carried out, and the expedition with which the work was completed, without materially interfering with the instruction of the pupils, deserve special commendation.

#### "OUR LADY OF MERCY" TRAINING COLLEGE, BLACKROCK.

In our last report we referred to the excellence of the accommodation. The house and premises are admirably kept. Their comfort and perfect sanitation conduce much to the health of the students, and the value of the training is greatly enhanced by the taste, cleanliness, and orderly arrangement everywhere displayed.

The staff has been modified to some extent since the addition of 44 students to the original licensed number. Mr. M. Conran, Professor of Mathematics, resigned last year to take up work elsewhere. Mr. E. de Valera, B.A. (Honours), R.U.I., was appointed his successor. Miss Phelan, who had acted as Professor of Method from the date of the opening of the college, retired in 1906, after 24 years earnest and faithful work. She was succeeded by Miss B. Murphy, who resigned

Messrs.  
PUGH AND  
MYNEN.

at the end of her first session, as she found herself unable to cope with the training of so large a number of students (200). She was in turn succeeded by the present Professor of Method—Miss Connal—who gives promise of raising the standard of work done in the college, but evidently needs the help of an assistant. The authorities of the college, with whom we conferred after the annual inspection in May, have promised to give this matter careful consideration before the opening of the new session.

Though the teaching ability shown by the students whom we examined left something to be desired, we are satisfied that good progress has been made. More originality of treatment was shown, but the method chosen was not always correct.

As regards the July examination the college maintained its high record of success.

Two additional rooms have been built so as to increase the class-room accommodation of the Practising school, which should, in future, prove more useful for training purposes.

We are glad to be able to report that the health of the students was good throughout the session, and we willingly bear testimony to the great care and attention given to this matter by the Sisters in charge of the students.

As usual the Principal, Vice-Principal, and the whole college staff attended during at least part of the inspection, which extended over more than a week.

“CHURCH OF IRELAND” TRAINING COLLEGE, KILDARE-PLACE,  
DUBLIN.

The improvements in the buildings referred to in our last report have now been completed, and the women students will in future have a residence house of much greater comfort than they had some years ago. The men's quarters are, on the whole, good and fairly suitable, though not so comfortable as the women's residence.

No material change has been made in the Practising schools, but the furniture has been re-arranged so as to diminish to some extent the objections to having several classes taught in the same room.

As in the Commissioners' own college, so here it has been found difficult or, rather, impossible, to keep up the full supply of men students for which the college is licensed, and though this year shows some improvement in that respect, the deficiency is far from being made up. To supplement this number permission was granted to increase the number of women students. As in most parts of Ireland outside the larger towns, schools under Protestant teachers are small, and, as the Commissioners' Rules encourage the placing of such small schools under women rather than under men, it is

not likely that too many Protestant mistresses will be trained, but there is no doubt that there is a decided scarcity of masters, and that managers often find it difficult to fill vacancies.

Messrs.  
PICKER AND  
HYNES.

There is no change in the staff of professors to record.

The students showed considerable merit in teaching lessons before us and the inspectors who assisted us. This is the more meritorious as so large a proportion were mere pupils, and had no previous experience of teaching. The improvement effected in the second year of training is very noticeable.

The answering of the students at the July examinations was good, especially on the part of the women. An outbreak of measles during the examination week resulted in a number of students being unable to complete the examination. Except for this, the health of the students was good throughout the session.

Shakespeare's "Midsummer Night's Dream" was well represented before an appreciative audience during the last session under the able management of Miss Lloyd Evans.

The Principal and staff were present during the annual inspection.

#### "DE LA SALLE" TRAINING COLLEGE, WATERFORD.

It gives us much satisfaction to report a decided improvement in this college, which encourages us to hope for still greater efficiency in future years.

The house and premises as well as the practising schools are suitable and are maintained in a satisfactory condition. As stated above, a new Criticism Hall has been erected, and promises to be a very serviceable addition to the college.

In consequence of the improvement shown in the Training work of the college during the Session 1905-6, permission was given to increase last session the number of students by 25, bringing the total to 175. The change rendered necessary some important modifications in the staff of the college. These consisted in putting English under the care of the Vice-Principal; giving the Professors of Mathematics and of Elementary Science an assistant each; giving the Professor of Method the help of a second Brother of the De La Salle Order, so that now two or three teachers look after and assist the students while they are engaged in the Practising schools. To this more efficient supervision may be largely attributed the better results which have been produced in Practice of Teaching. The improvement to which we refer naturally was more noticeable in the lessons taught by the Juniors than in those taught by the Seniors. While we gladly record the progress made, we recognise that much still remains to be done before a really satisfactory standard of work will be attained.

The failures at the July examination were still very numerous in 1906, but show a considerable decline this year.

Messrs.  
PUSHER AND  
HYNES.

On the whole the result gives evidence of careful work, during the last session especially. Blackboard drawing and drill continue to be taught with marked success.

The health record for both sessions was satisfactory.

The Principal was present during a considerable portion of our inspection, which was held in the latter half of June. The College staff also attended during part of the time.

#### "ST. MARYS" TRAINING COLLEGE, BELFAST.

The college buildings and equipment leave little to be desired. As a training institution we can only repeat our previous judgment as to the thoroughness of its impress for good on the students that pass through it. The general health of the King's scholars during the last two sessions has been good.

The Practising schools are not as suitable as could be wished, but the best use is made of them, and the result judged by the teaching of the students and by their skill in organization is of high merit.

Considerable additions have been made to the library. The King's scholars are encouraged to practise general reading and not to confine their study to the books required for the examinations. This has not interfered in any way with their success at the annual written tests, at which, as usual, the students of this college acquitted themselves with more than average merit. Much of this success is due to the zeal and earnestness of the staff and to the healthy tone that pervades the college.

We regret to have to record the resignation of Miss Lenihan, Professor of Mathematics, owing to ill-health. She has been succeeded by Miss Cecilia Ryan, B.A., B.U.I. No other change has occurred in the professorial staff.

#### "MARY IMMACULATE" TRAINING COLLEGE, LIMERICK.

The house and premises are in a thoroughly satisfactory condition. They are kept with that scrupulous regard for order and cleanliness which is characteristic of most Irish Conventual establishments, and which in itself is educationally so useful to the young persons coming here to be trained. Some minor improvements (new music rooms, etc.) have been effected, but as yet it has not been found possible to provide special Practising schools on the college grounds. At present the students practise the art of teaching in two neighbouring schools which are under the care of the same order of nuns as conduct the Training College.

Miss Mehigan, who had acted as Professor of Method with considerable ability from the opening of the college, resigned on the occasion of her marriage, and was succeeded by Miss M.

Murphy, B.A., at the beginning of the period to which this report refers. Miss Murphy has brought much originality and marked earnestness to bear on the general work of training with very remarkable success. Every student that taught before us gave clear evidence of the Professor's educative influence. All our colleagues who assisted us in the inspection of the colleges agreed that excellent progress had been made and that "Mary Immaculate" was second to none. The selection of subjects for the test lessons was more varied and suitable than in former years.

The college authorities were present during the greater part of the inspection.

MESSRS.  
PURSER AND  
HYNES.

\* "THE PRESENTATION BROTHERS," CORK.

Three one-year students were presented for examination during the session 1905-6. Their training was fairly successful, though somewhat impeded by the illness of the Brother who usually directed their studies and superintended their work in the Practising school.

An application was made and sanctioned to change their place of residence from Mount Saint Joseph to Douglas-street, which was more convenient for the students and professors, and where suitable accommodation was available for them.

No students were in residence last session—1906-7—but we believe the work will be resumed this autumn with a fair number of both one-year and two-year students.

This training institution receives no grants from the Commissioners.

\* "MARIST BROTHERS," DUMFRIES.

Mr. Purser visited the establishment of these Brothers last spring, and was able to speak highly of the work done there, but he had to report that this work was rather preparatory and that the students left the institution at the minimum age fixed for the admission to Irish Training Colleges, and that, though the students had subsequently to spend a probationary period teaching in Primary Schools under careful supervision, the training differed essentially from that received in our colleges.

A. PURSER,  
J. J. HYNES,

*Chief Inspectors.*

2nd October, 1907.

\* This College does not receive any grants from the Commissioners of National Education.

CORK,

6th July, 1907.

Dr. T. J.  
ALEXANDER.

GENTLEMEN,

In compliance with your instructions I beg to forward the following General Report on the schools in Cork (No. 1) Circuit for the school year ended 30th ulto.

Considerable changes have been made in the boundaries of the circuit since my last Report. The circuit now includes the eastern portion of the County Cork, and portions of the Counties of Limerick, Tipperary, and Waterford. The urban population is relatively small; the majority of the people are engaged in rural occupations.

School accom-  
modation.

The distribution of the schools corresponds very fairly with the educational needs of the population, and the number which could be closed without inflicting a certain amount of hardship is not large. I am not taking into consideration those cases in which denominational, rather than educational, considerations are operative. In the view of the founders of the system such schools would have been regarded as unnecessary. They have apparently "come to stay," and any discussion as to the wisdom of maintaining them must be regarded as purely academical. Steps are being taken to have schools provided in three localities which at present have none. Over-crowding exists for a portion of the year at least in some 40 schools—that is, one out of every ten schools in the circuit.

In many of the schools an increase in the amount of desk accommodation would add to the effectiveness of the teacher's efforts. In a school under one teacher there is manifest waste of power if all the pupils cannot be seated at the same time for at least some of the lessons. In many cases, too, the desks are of an antiquated and unsuitable pattern, and when new schools are being equipped the requirements of the younger pupils are not always kept in view.

There is no settled provision for the supply of needed maps, blackboards, etc.; hence when the equipment granted in the first instance by the Board has been worn out, there is no fund available to meet the cost of renewal.

While the number of first-class buildings planned and equipped in accordance with modern ideas is not very large, a fair proportion of the school-houses may be described as reasonably good. In some forty cases, however, new houses are urgently needed. The existing buildings cannot be structurally improved so as to render them suitable. The absence of classrooms in schools with more than one teacher is another defect of which there are a good many instances, and in other cases the existing classrooms are too small.

In this connexion, however, Mr. Gloster points out that :—

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"By a suitable system of organisation teachers can do much to neutralise the disadvantages of a single room. SS. Peter and Paul's Girls' N. School is a case in point. This school with accommodation for 128 pupils in its one room and with an average attendance of 155.7 pupils, has a staff of four teachers and two monitors. The classification mark awarded at the last and preceding annual inspections was 'Excellent,' and the proficiency in Reading and Singing, subjects which one would expect to suffer most from overcrowding and the absence of class-rooms, was exceptionally high."

If character is partly the result of environment the immense importance of surrounding the child with educative influences of the best sort needs not to be dwelt on. To sow the seed of a "divine discontent" with the sordid grayness of the domestic surroundings of so many of our Irish children should be one of the leading objects of our schools. A clean, airy, and bright schoolroom with tastefully kept premises would give a child a glimpse of better things, and might easily inspire him with a healthy ambition that would have its due effect upon his future. This important function is very inadequately filled by many of the schools, though I willingly admit that there has been a considerable improvement in this respect in recent years.

Dealing with this matter Mr. Lynam reports that :—

"The school floor is generally swept every day, but—with some few notable exceptions—little taste is shown. However, in this respect matters are by no means so bad as they were before the abolition of the Results System. It is extremely rare to find the playground used for any educational purpose, either for the cultivation of the artistic taste of the children, or of their horticultural knowledge, or even for the discipline arising from well-directed games. An exception to this rule is to be found at the Upper Glanmaire School, where a large number of plots are devoted to horticulture, attended to by the pupils, under the skilful supervision of the Principal, Mr. Deely.

"Window gardens have become quite usual, but the teachers seem to prefer attending to them themselves rather than giving them into the charge of the children. The latter would be educationally a far better practice."

Mr. Gloster reports that :—

"The washing of the floors is a comparatively rare event in many schools; in some it is never done; in others twice or perhaps four times a year. The boards acquire a dingy, clayey appearance."

Apart, however, from this question of the washing of the floors he is of opinion that more attention is paid to neatness and cleanliness than was formerly the case. He justly points out that the unsightliness of the average Irish farmhouse and its surroundings shows a lack of taste amongst the people as a whole and justifies the adoption of systematic steps for its development in the rising generation.

If the schools were supplied with libraries and museums, their educational efficiency would be greatly promoted. I regret to say that relatively few of them are provided with these valuable aids to progress.

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The beating of the schoolrooms is usually attended to, but the contributions of the parents have frequently to be supplemented by the teacher out of his own pocket.

With few exceptions, the schools are provided with sanitary accommodation. The offices are, however, as a rule, faulty in construction, and are not always suitably placed. They are very difficult to clean, and it is not easy to dispose of their contents. It is hard, too, to get a person who is willing to undertake the unpleasant duty of cleaning them. What adds to the complexity of the matter is the fact that "flushing" can only be resorted to in comparatively few instances. The whole question of out-office accommodation is one that urgently needs reconsideration. Regular lavatories are found in few schools, but some facilities for personal cleanliness are pretty generally provided.

Very little provision has as yet been made for physical culture. In some schools staves are provided for bar exercises, and in the larger Convent schools dumb-bells, bar-bells, etc., are available. The provision of a horizontal bar—or still better, parallel bars—permanently erected in the playground would be a valuable addition to the resources of the schools.

Teachers.

The teachers, as a body, merit the highest praise for their work. Amidst many discouragements and difficulties they discharge their duties with the most praiseworthy zeal and devotedness. They have spared no efforts to enter into the spirit of the great and beneficial change which was effected in the year 1900, and have given their most cordial co-operation towards its realisation. They lose no opportunity of enlarging their educational outlook, and of thoroughly fitting themselves for the effective discharge of the important and responsible duties of their position. How important is this position has been well expressed by a recent writer in the following terms:—

"Alone among professions, education calls simultaneously for scientific thought and for moral devotion, and may therefore be expected to attract to itself both the scientific experimenter and the reforming enthusiast. The enfranchised eye sees an imperial and unique spaciousness about this profession. Medicine demands science; the Church demands devotion; Education will demand both. . . . The difference between the good and the bad schoolmaster is far greater, both in itself and in the immensity of its consequences, than between the good and the bad in any other profession. A schoolmaster can revolutionise a town in twenty years; Gerard did this at Friburg."

Mr. Lynam finds that:—

"The great majority of the teachers are earnest, industrious, and anxious to learn," and that, "they have made what must be described as very successful efforts to teach the new subjects introduced in 1900."



Mr. Gloster speaks in equally laudatory terms of the great majority of his teachers. He says : —

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"The teachers, as a body, take their profession very seriously; earnest, sustained effort is the rule, slackness and perfunctoriness in the discharge of duty, the exception. There is a larger proportion in this section than in any other with which I am personally acquainted, of able, energetic men and women with a natural aptitude for and love of their profession. Many of them are students, and display in their teaching that readiness, resourcefulness, and aptness of illustration which are evidences of a full mind."

The number of teachers who, for one reason or another, are not successful is small; in most cases incapacity rather than neglect is the chief contributing cause.

Before closing this part of my report I think it right to state that there is much discontent amongst the teachers—especially the younger members of the profession—with their present remuneration and future prospects. Justice and expediency alike demand that there should be no well founded cause of complaint in these respects. Give a man a future, and you get out of him the best that is in him: deprive him of this incentive to effort and you make him a *jainéant*. The recent promise of the Chief Secretary to meet the teachers "with full hands" justifies the confident belief that the principle that "the labourer is worthy of his hire" will soon be fully recognised.

The general tendency towards decline in school attendance prevailing for many years past would appear to have diminished, if it has not ceased. There is no improvement to record in its regularity. Mr. Lynam points out that :—

Attendance.

"The average child is absent one day out of every three and loses most of the value of one of the two days' attendance by not knowing what is going on in the school."

Parental apathy is mainly responsible for this very unsatisfactory state of things. The Law has no terrors for the people who live in the localities to which the Compulsory Attendance Act applies, for it has been so loosely drawn, and affords so many loopholes of escape, that the most active committee is almost powerless. The Act should be made far more stringent, and extended to the whole country. On the other hand, Mr. Gloster draws attention to the case of the Ballyheafy schools (near Kilworth) in this connexion as showing what is possible of accomplishment when earnest effort is put forth. These schools, he states, are situated in a remote mountain valley, the population of which consists of small farmers of the class likely to require the services of their children at farm operations in certain seasons. Yet, the percentage of attendance to the number on rolls reached 87 in each school.

The eyesight of the children attending the schools is as a rule remarkably good. Very few instances of defective vision came under the notice of myself or of my colleagues.

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Epidemics of "Mumps," Measles, Whooping Cough, &c., prevail occasionally, but otherwise the general health of the pupils is good. As a rule they begin to attend school at an early age, and leave at ages varying from 13 to 17 years.

Proficiency

The intellectual advance in the schools since the introduction of the New System has been of the most marked and gratifying character. On this point there cannot be the shadow of a doubt. During the results period it was very exceptional to find pupils possessed of any intelligent knowledge of the subject matter of the reading lesson, for example; it is now far more exceptional to find them backward in this respect. Appeals to their reasoning powers usually meet with a due response, and the power of oral expression is a very general possession. The truth that the method by which knowledge is acquired rather than knowledge itself gives—or evokes—power, is being gradually realised in our schools. Teachers are recognising to an increasing extent that the mind of a child is not a mere tank into which knowledge is to be poured, but that it is an expanding organism with the laws of whose growth they must be acquainted if they are to guide its development aright. Mr. Lynam reports that:—

"The general intelligence and smartness of the children in all standards has much increased. The improvement in this respect has been apparent every year since the abolition of the Results Examinations, and it will no doubt continue."

Mr. Gloster's experience is similar. He finds that:—

"The instruction now given aims at developing the intelligence of the children, and that there is much more independent thought and an increased power of dealing with unfamiliar problems amongst the pupils than was the case formerly."

Infants.

In fully organised infants' schools and departments the methods of teaching followed are usually satisfactory. Formal instruction is not commenced at too early an age, and the training imparted to the children is characterised by greater freedom and spontaneity.

Infants attending schools under two or more teachers usually receive effective instruction in the course laid down in the Board's Programme. Kindergarten "Occupations" are not always practised, and the drill exercises are sometimes unsuitable. Audibility and distinctness of utterance is not always insisted on.

The special educational wants of infants can only be very imperfectly provided for in schools under one teacher. It is obviously impossible for the master to devote the necessary time and attention to their training and instruction; hence they must, of necessity, be left from time to time in charge of older children. The difficulty could be met in a considerable number of cases by the appointment of a Junior Assistant Mistress. In others, a remedy would be found by an amalgamation of schools on the lines suggested in a later part of this report.

Reading is not merely "heard" now; it is *taught*. The improvement in this branch is relatively greater than in any other. Distinct, tasteful reading is now quite common; the monotonous mumble that passed current for reading a few years ago, has been, to a large extent, banished. I must remark, however, that distinctness of utterance in oral answering is not always as carefully cultivated as is desirable. In this connexion Mr. Gloster points out that:—

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Reading

"Some formal teaching of phonetics would seem to be desirable—systematic training in the proper methods of using the various organs of speech for the production of the sounds of the language."

Purely mechanical reading, unaccompanied by any intelligent grasp of the meaning of what is read—so prevalent a few years ago—is now rarely met with. In the best schools the co-ordination of reading lessons with exercises in composition are carried out with excellent results.

History and Story Readers in addition to Literary Readers, are in general use. A suitable school History is still a desideratum. In the books available, the subject is treated in too "scrappy" and disconnected a fashion; hence pupils leave school without acquiring anything like an adequate knowledge of the leading events of Irish and British History—their sequence and relative importance. The addition of a History Syllabus to the "Notes" would be of great assistance in guiding the teachers in the selection of material for their lessons on the subject.

The proficiency in Spelling is, on the whole, satisfactory. There is a tendency on the part of some teachers to neglect "Dictation." This is to be regretted, as the exercise is of real value in securing progress in the subject if properly utilised.

The results achieved in Writing reach a very fair standard. The blackboard is very generally used—though not always with discrimination—in giving instruction in the subject to the junior standards.

Composition continues to improve, though rather slowly. A due proportion of the school time is usually given to it. The chief hindrance to progress is the lack of systematic teaching. Instruction in the subject is too often of a haphazard character, and is not carefully developed on well thought out lines.

I can, I think, say with confidence, that the "cramming" system of teaching Arithmetic so prevalent in former years, has almost entirely disappeared from our schools. From the very beginning the teacher endeavours to place the child in intellectual touch with the processes employed, so that he may fully master their practical application. Mr. Lynam ex-

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presses satisfaction with the progress in the subject. He says :—

"In testing their proficiency in Arithmetic, I very often put questions on "Rules" which I know they have not studied, and find them very apt to learn and apply new ideas. This is, after all, the best test of the development of intelligence. In Results times they were invariably wholly incapable of grasping a new idea in the time I could afford them, although they were probably better prepared than now to 'answer' questions for which they had been prepared."

Mr. Gloster reports that :—

"The pupils show increased facility in dealing with questions of a type not referable to any stereotyped model, but requiring the exercise of a little independent thought. One does," he adds, "not infrequently meet with cases in which a 'sum' not really difficult but wanting, as it were, a label defining its category, proves a hopeless stumbling block, but such cases grow rarer."

Mental Arithmetic receives a fair share of attention, but it is not always taught with a definite object in view and hence loses in effect.

It is to be regretted that the schools are not more generally equipped with apparatus for practical work in connexion with weighing, measuring, changing money, etc.

Grammar

Analysis is taught in all schools and, within certain limits, with a very fair measure of success. The different parts of a simple sentence are readily and intelligently recognised, and compound and complex sentences of a fairly easy type can be distinguished without difficulty.

Geography.

The principles underlying the syllabus in Geography contained in the "Notes for Teachers," are not yet grasped by all. In too many cases instruction in the subject is commenced with the map of the World. The preliminary work indicated in the "Notes," which must be carefully gone through if a sound foundation is to be laid, is too often ignored. The necessity of humanising the subject, and treating it on lines of living interest is not yet fully recognised. In a certain proportion of schools nothing is attempted beyond bare topographical details. I quite agree with Mr. Gloster when he says that :—

"For the effective teaching of the subject—teaching that will arouse the interest and stimulate the imagination of the pupils—more careful preparation is perhaps necessary on the part of the teacher than in any other branch of the Programme except possibly Elementary Science and Object Lessons."

Signs of improvement are not wanting, however, and I have every confidence that I shall be able in the near future to report further solid progress.

Vocal music.

Vocal music is now very generally taught. Every teacher who has any musical capacity takes it up. Very valuable work

is done in a considerable number of schools, and in others the proficiency rarely falls below a respectable standard. Progress would be materially helped if the services of the Organisers who were at work until recently were still available.

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Drawing now forms a portion of the curriculum in every school. It is not always taught with conspicuous success, but there is no doubt that much useful work is being done. Instruction is mainly confined to freehand drawing; in the larger schools geometrical drawing is also taught. Skill in Design has been but slightly developed. Mr. Gloster makes the suggestion—and it is an excellent one—that drawing might be more generally practised in connection with object lessons. He points out that:—

Drawing.

“Line drawing of familiar objects, leaves, flowers, etc., seem to interest children more than the ordinary conventional patterns.”

Except in the Convent and a few other large schools the teaching of Kindergarten proper is not attempted. The results achieved in “Hand and Eye Training” are of little value. The system was admirably adapted for its purpose, and would have produced excellent results had it been intelligently and sympathetically carried out. The principles underlying it were imperfectly grasped, and hence—as carried out in the schools—it has degenerated into a lifeless mechanical routine.

Kindergarten  
&c.

Object lessons more than any other require the most careful preparation on the part of the teacher, and demand the exercise of his greatest skill. These lessons, as in consequence might be expected, are amongst the least successful in the majority of our schools. They are given by many teachers rather in obedience to authority than from any conviction of their educational value. It is not common to find well considered courses of lessons in connected series drawn up at the commencement of the school year. Too much reliance is placed on books, and the importance of obtaining the greater part of the materials for a lesson at *first hand* is not sufficiently recognised.

Elementary  
Science and  
Object  
lessons.

A considerable proportion of the schools remain unprovided with scientific apparatus, as the teachers of these schools have not received any training in science. Where the subject is taught, the pupils usually display a fair degree of deftness in handling apparatus—particularly the balance—and exhibit note books, as a rule carefully written, in which the details and results of experiments are methodically set forth. When their powers of reasoning are tested, however, it is often apparent that the connexion between the premises and the conclusion is not grasped. The practice of making elaborate drawings of apparatus used in any experiment reduces considerably the time available for science teaching. The views expressed in the following extract are, I think, sound:—

“The real reason why a drawing should be made in a laboratory note-book is, that it serves to record the exact way in which the apparatus was arranged, and the kind of apparatus that was used. These

Dr. T. J. ALEXANDER. — are the two points that a drawing should bring out clearly, so that if at any future time, the same kind of apparatus is required, the method of setting it up can be quickly seen. Surely a drawing, correct in perspective, proportion, and form, is not required for this purpose. Time spent in the laboratory in producing elaborately accurate drawings is wasted. So long as the drawing gives a clear idea of the apparatus to those who are accustomed to deal with it, all that can be rationally demanded has been done."

Needlework. The proficiency in sewing sometimes reaches a high standard of merit, but in the generality of schools it ranks from "Fair" to "Good." Class instruction in the subject is not as general as it ought to be. The making of garments is not neglected.

Cookery. Cookery is as yet taught in relatively few schools. This is to be regretted. Wherever it has been introduced it has become immediately popular, and effects much good. No difficulty whatever is experienced in providing materials. The initial expense of a stove, etc., is the only obstacle to the wider introduction of this important branch.

Drill. A useful course in Drill is taught in almost all schools.

Promotions. Promotions are now made regularly each year. Too often, I fear, they are made *en masse* and without due discrimination. Mr Lynam finds that :—

"Promotion has become largely an annual and mechanical affair without regard to individual fitness,"

and Mr. Gloster reports that :—

"On the whole teachers usually act judiciously in this matter, but regard on their part for the sensibilities of the pupils or the parents sometimes leads to premature promotion."

Classification. Owing to irregularity of attendance, and the promotion from time to time of unfit pupils, the classification is sometimes defective. The consequent inequality in the proficiency of the pupils in the same standard hinders progress.

Organisation. The new scheme of organisation for small schools, whereby standards are grouped together for collective instruction, has been almost universally adopted in schools with less than three teachers—and with the happiest results. It has worked well in all subjects, except arithmetic, and has led to considerably increased efficiency in the teaching power. Greater advantages even would have been obtained from it were it not that teachers did not always distinguish clearly between the standards forming a group, and omitted promotion and depression between the standards during the school year. Mr. Lynam is of opinion that :—

"The comparative failure of the Grouping Scheme when applied to Arithmetic is to be ascribed solely to a wrong idea as to what constitutes progress in Arithmetical Knowledge existing in the minds of

nearly all teachers. They test progress in Arithmetic by the rate of advance through the rules, instead of by increase of power in dealing with numbers. New rules may be learned by pupils in a very short time. The power of applying them requires long and careful practice to acquire. A third standard pupil beginning his year can learn all his own and the fourth standard rules in six months—as the Progress Records of many schools will show—but it will take him two years of well directed practice to acquire the power of applying these rules in all cases where they are applicable. In the right conducting of Practice Lessons in Arithmetic lies the solution of the difficulty of combining standards in Arithmetic.”

The monitors and pupil teachers are usually well prepared in the prescribed course of instruction. “Criticism Lessons” are regularly carried on to the great benefit of both teachers and monitors. The critical faculty of the former is developed and his ideas clarified by the necessity of expressing them in precise and definite language—while the latter gradually acquire the power of teaching with some show of correctness in method, and with the increased confidence arising from a consciousness of correctness.

Irish is taught in a large number of schools. The classes in this branch were examined by specially appointed Inspectors. French is taken up in less than half a dozen schools.

In compliance with the rule of the Board on the point, algebra, or geometry and mensuration, is now taught in all schools in charge of two or more teachers. Instruction in these subjects is not yet touched with the “modern spirit.” Algebra is usually begun in the traditional manner, and is not treated as generalised arithmetic. Due prominence is not given to the two aspects of geometrical study—the inductive and the deductive. It is in the latter aspect, only, that it is treated.

There were only five Evening schools in operation—two urban and three rural. All did useful educational work—particularly that in charge of the Sisters in St. Vincent’s Convent, a well established and valuable institution much needed in the locality.

In bringing this report to a close I desire to emphasise the fact that our schools are doing much valuable work, and are affording a good literary and moral training to the pupils who attend them. Their usefulness would be greatly increased if the following improvements in our educational machinery could be effected:—

(a). The adoption of steps to secure more regular attendance on the part of the pupils.

(b). An improvement in the conditions of service of the teachers so as to attract the best material to the ranks of the profession.

(c). The development of the industrial training of the pupils.

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(d). The provision of what may be called a "School Equipment Fund."

(e). The adoption of some plan by which the number of classes in "one teacher schools" could be reduced. At present, the teacher of such a school usually has seven standards (counting the infants separately) under his charge, and his neighbour in the girls' school the same number. It would be quite feasible to reduce the total of fourteen standards to seven and thus at once double the efficiency of the two teachers. As an example of what I mean I shall take an actual case. The master teaches drill to the senior boys and girls, while the mistress gives instruction to the boys and girls in junior standards in vocal music. On the next occasion the master takes the juniors for drill and the mistress instructs the seniors (boys and girls) in vocal music. In this way a clear hour per week is saved, and the pupils are always under direct instruction. Some managers are so sensible of the wisdom of this arrangement that they have adopted it for religious instruction—the boys and girls in corresponding classes being brought together. This plan, if generally adopted, would relieve the teachers of these small schools of much nerve-racking work, and would greatly conduce to educational efficiency.

I have the honour to be,

Gentlemen,

Your obedient Servant,

T. J. ALEXANDER,  
*Senior Inspector.*

The Secretaries.



Mr. DEWAR.

GENTLEMEN,

In accordance with your instructions I beg to forward the following report on the South Belfast circuit of which I took charge in April, 1906.

My colleagues were Mr. O'Connell, who resides in Baugor, and has charge of the northern section, and Mr. Semple, whose residence was in Downpatrick, and who had charge of the southern section of the circuit.

On the 1st September, 1906, Mr. Semple was transferred to another district, and was succeeded by Mr. Browne, who remained in charge until the 1st April, 1907, when he retired from the service of the National Board. Mr. MacMillan succeeded Mr. Browne, but has not yet entered on duty.

Owing to the changes among my colleagues in the southern portion of the circuit I have not had the advantage of their assistance in the preparation of this report.

The circuit embraces a small strip of the Co. Antrim portion of Belfast, all the Co. Down portion of the same city, and, stretching southward, includes the greater part of Co. Down. The southern and western fringes of the county are connected with other circuits.

To supply the educational wants of this area there are 372 National schools, of which 111, or almost one-third of the whole, are in the city of Belfast, and the remaining 261 are located in the other towns, and in the rural portions, of the circuit. For inspection purposes the circuit is divided into two sections, the northern and the southern. Mr. O'Connell, who presides over the northern section, has under his care 179 schools, 98 of them being in Belfast, and the remaining 81 lying convenient to the seaboard of Co. Down; while the inspector in charge of the southern section has the supervision of 184 schools, only 7 of which are in Belfast. The remaining 9 schools, viz.: the 3 departments of the Belfast Model school and of the Newtownards Model school, and the 3 practising schools in connexion with "St. Mary's" Training College for National school teachers, are under my own immediate care.

In the rural portions of the circuit the school-houses are on the whole suitably placed, and afford adequate accommodation for the school-going population. There is no part of the circuit at an inconvenient distance from a national school. In some localities the schools are rather numerous, and instead of proving an aid to educational efficiency and success, they retard progress by an undue and injudicious division of labour. The school-houses range through every degree of fitness, from excellent down to tolerable or poor. There are still to be seen in prosperous Co. Down a few school-houses little superior to wayside cabins. They are built quite close to the road line and have neither playground nor premises. Their number is, however, few.

In the Belfast portion of the circuit the school accommodation is not sufficient for the number of school-going children.

Accommodation.

Mr. DEWAN.

Accommoda-  
tion.

For some years past school building has practically been at a standstill in Belfast, and has not kept pace with the growth of the city, which has been steadily advancing in extent and population. The churches, which in other places are the leaders in educational movements, and which, in former times, were so in Belfast, have somehow stepped down from their position, and now take a less prominent part in the school life of the city. They have allowed others to assume the position and perform the functions which for long ages were deemed peculiarly their own, and in late years not a few of the city schools have been built by private individuals. But for some reason these private benefactors have in turn wearied in well-doing, and have not persisted in erecting and equipping schools for the benefit of their poorer townsmen.

Possibly the churches had too much to do in erecting church buildings in a growing city, and possibly the private benefactors were dismayed at the increasing cost of school sites and the difficulty of obtaining them. For some reason schools have not been built, and the poor parts of the city were the first to feel the loss. The classes who were least able to help themselves were forced to stand by and see their children deprived of the chance of receiving an education. The school-houses were, in many instances, only moderately comfortable, and scantily equipped, but they were better than none, and were soon overcrowded by scholars who found it difficult to gain entrance to any school, and were glad to escape from the unwelcome attentions of the school attendance officer. As no schools were being built, and the existing ones were overcrowded, some device was necessary to meet the growing demand for more accommodation. The existing schools might be enlarged, but as they had no playgrounds, and were closely hemmed in by dwelling-houses, the required extension could only be secured by encroaching on their small yards, or by purchasing an adjoining dwelling-house and converting its apartments into classrooms. In this way originated many of these small, unsuitable classrooms which have so often been adversely referred to in the reports of inspectors. Turning over my notes at random I shall give the dimensions of a few of these rooms, and the number of pupils found in them when I visited; also the number of pupils which could be accommodated in each allowing 9 sq. ft. for each pupil.

Class Room.	Dimensions in Feet.	Number Present.	No. which could be accommodated at 9 sq. ft. per Pupil.
1	15 × 9½ × 12	48	15
2	15 × 9½ × 12	54	15
3	13½ × 11 × 9	52	17
4	12½ × 7½ × 13½	30	11
5	12½ × 7½ × 13½	38	11
6	11½ × 7 × 17	31	9

It is clear that these rooms were so congested as to prohibit the free movements of the bodies of the pupils, but when I add that the rooms were inadequately lighted and heated, it will be further evident that the brains of the scholars must have been as inert as their bodies. Mr. DEWAN

In large schools there are always several teachers, each one having charge of a separate class, which usually consists of 35 or 40 children. Less than this number in each class would not ensure the economic employment of a teacher, as the National Board grants an additional teacher for every additional 45 pupils. Hence it would prove a great boon to teachers and scholars if each classroom was large enough to accommodate 40 or 45 pupils, or to measure 22 ft. in length and 18 ft. in breadth.

The principal rooms in the schools are in general well lighted and well ventilated. They have been constructed to accommodate several classes, and it is not unusual to find four or five classes receiving instruction from as many teachers at the same time in one of these rooms. Some classes are no doubt at silent lessons, but others are at lessons which demand speaking by either pupils or teachers, and in such circumstances the work of one class interferes with the work of the others. The arrangement, too, of the classes in these rooms is often open to objection. As a floor class generally takes the shape of a long semi-ellipse, the pupils at the extreme ends see the maps and diagrams from a very unfavourable position, and are likely to form incorrect impressions of the objects presented; and if, as sometimes happens, discipline is lax, it is impossible to secure adequate progress.

I give below the dimensions of a few of these large rooms.

Room No.	Dimensions in Feet.
1	57 × 27 × 13
2	51 × 31 × 13
3	55 × 30 × 14
4	43 × 27 × 13
5	45 × 29 × 11
6	45 × 30 × 12

Each of these rooms could be readily divided by folding partitions into two or three suitable apartments, where one class and one teacher could be accommodated, and could carry on their work with comfort and satisfaction. As opportunity offered, I have suggested to managers of schools the advantages of the proper sub-division of these unwieldy rooms, but as yet with no very marked success.

- Mr. DeWan.** As a general rule the school-houses in Belfast are non-vested, that is, have been erected at the entire expense of the owners; and few are vested, that is, have been built by aid of a grant—generally two-thirds of the cost—from the National Board. It is surprising in a city like Belfast where school accommodation was so limited that applications for aid to assist in the erection of national schools should have been so few.
- Equipment.** The schools are generally well supplied with desks, black boards, and maps, but there is a great lack of pictures or other objects to beautify and make the school attractive. The necessary apparatus has been provided, and nothing more.
- Libraries.** In most of the rural schools flowers and plants are grown, but in the city schools not much attention has been given to this means of adornment.
- School libraries are becoming more common. They are small, but it is pleasing to know that a beginning has been made.
- As regards the cleanliness of the school floors and stairs some improvement is required. More regular and thorough washing of floors, and especially of the stairs, would add greatly to the comfort and health of the children.

Under this head Mr. O'Connell writes:—

**Accommoda-  
tion.** "The accommodation in the Belfast portion of this district is in many cases insufficient and unsuitable, but, with some exceptions, the country schools are fairly well adapted for educational work. A few of the older schools in the centre of the city (such as St. Annes', St. George's, Cromac Square), have more accommodation than is required, owing to the population drifting towards the suburbs, and to the fact that warehouses have replaced dwellings in their vicinity. Many schools, however, are overcrowded, and the school places provided in several districts are insufficient for the needs of the population. There is no room for more pupils in several schools, and parents have constantly to take their children from school to school to see if they can get them admitted anywhere.

"The main rooms, which are sometimes used for parish meetings of various kinds, are, in many cases, too large for teaching purposes. It is difficult to maintain proper discipline and do really effective work in a room where four or five classes are under instruction by as many teachers. Many of the classrooms are very bad indeed—they are small, badly lighted, badly ventilated, without means of heating, and shockingly overcrowded. Some typical instances of this overcrowding may be cited:

"In one school I found 40 pupils and a teacher in a room 12ft. 10in. x 7ft. 5in.; in another there were 44 pupils and a teacher in an apartment 11ft. x 9ft.; 66 infants and a teacher in a room 15ft. x 9½ft.; 56 pupils and a teacher in a room 19ft. x 9½ft., with only one window and with no fire place; 50 pupils and a teacher in a room 11ft. x 10ft., with only one window and without means of heating; 42 pupils and a teacher in a room 12ft. x 10ft., with only one window and without means of heating; 45 pupils and a teacher in a room 12ft. x 11½ft., with only one window and no means of heating; 89 infants in a room 18ft. 6in. x 16ft. 8in. x 11ft. in height, and with a flat ceiling.

"The Black Hole of Calcutta is the only instance of greater overcrowding that occurs to me.

"Comparatively few of the city schools have any suitable playgrounds—most of them have small yards; but there are some which have not even a yard.

"The schools under R.C. management are, in the main, good and suitable buildings, erected in recent years at much expense to the localities, and I desire to say that the foregoing remarks do not refer at all to those schools. The Methodists, too, have done well, and they are almost entitled to exemption from these observations. There are some good buildings under E.C. and Presbyterian managers, but, in the main, as regards these schools, it is, I think, clear that the present system of providing school accommodation in Belfast has hopelessly broken down, and I would say that that is more particularly so in the case of schools under lay management.

Mr. DEWAR.

"Three new schools (under Methodist and R.C. managers) have been recently built in Belfast, and a really fine school has been provided near Donaghadee through the splendid and enlightened generosity of Mr. Craig at a cost to him of more than £1,000."

The teachers are able and industrious, and discharge their onerous duties with considerable success. The conditions under which they labour are often unfavourable and prohibitive of the highest class of work, but under manifold disadvantages they display an admirable spirit and perform their daily tasks with ardour and zeal. It is scarcely possible to speak too approvingly of the assistant mistresses, who bring to their work a sympathy, earnestness, and devotion which must exert upon their scholars a refining and elevating influence. Suitable preparation is for the most part made, but occasionally teachers are remiss in this respect, and omit preparation, or having made it fail to bring their notes with them. The subjects for which preparation is most regular and careful, are those which have been recently introduced to the code. While the teachers are faithful and desirous of giving their best to the public, I fear they have not taken full advantage of the freedom and liberty conferred upon them by the late rules. There is still a strong tendency to frame their work, and direct their instruction on the lines of the inspector's examination. Instead of taking the Code as their guide, and using their own judgment as to the best methods of carrying out its provisions, they have allowed their own initiative to lie dormant and have become followers rather than leaders in educational affairs. Their work by consequence lacks that spirit and life which spring from effort and thought. No man works up to his highest level who is content to be a mere imitator, and no teacher succeeds in giving clearness to his instructions or in rousing enthusiasm among his scholars who has not by industry and thought found out the lines along which his best work can be done.

Teachers.

Mr. O'Connell writes on this head:—

"The teachers discharge their duties faithfully and with considerable success, having regard to the unfavourable circumstances under which many of them labour, by reason of the defective and unsuitable accommodation. They usually make preparation for their work, and they are anxious to carry out the wishes of the Commissioners in respect to the education of their pupils. In many cases I have heard complaints that the school programme is too heavy and overweighted with details."

Mr. DEWAR.  
Attendance.

Compulsory attendance is in force throughout the circuit, and as a consequence the attendance of the pupils is pretty regular. In many schools the proportion of pupils in attendance to the numbers on rolls reaches 80 per cent., and in few schools does it fall below 60 per cent.

In the rural districts the people are very comfortable and can afford to keep their children at school until the age of 14 years, and there is no special cause to interfere with the regularity of their attendance. In the city schools the leaving age depends upon the social status of the parents. In some schools the pupils remain under instruction till 15 years of age, while in others they leave school as soon as possible. Many of the pupils are half-timers, and their school life is practically over at the age of 11 or 12 years. The pupils begin to attend school at the age of 3 years.

On this subject Mr. O'Connell states :—

"The attendance keeps pretty regular on the whole, but, within the past six months, the attendance at several of the Belfast schools has fallen away in consequence of an epidemic of Spotted Fever of a virulent type. In other respects I don't think there has been any appreciable change in the regularity of attendance. The overcrowding and the dismal surroundings of many of the schools, doubtless, affect the attendance injuriously, while the same circumstances must be very detrimental to the health of the pupils. I have sometimes noticed children with sore eyes in schools, and I have, in such cases, suggested that the principal teacher should speak to the parents, with a view to having the children medically attended to. The medical examination of school children would, I fancy, be useful if there were any means of remedying defects in premises, playgrounds, feeding of children, etc.; but under present circumstances I do not see that it could effect very much good.

"The children begin to attend school at an early age, and they also leave school when very young.

"It would, I think, be better if children played about until 4 or 5 years of age, and remained at school for a year or so longer at the end of their course. In connection with this matter, and with the view of preventing overcrowding in the Belfast schools, it is, I think, worth considering whether it would not be desirable to prohibit the enrolment of infants under 5 years of age in any school where the extent of floor space did not afford at least 10 square feet for each unit of average attendance."

Proficiency

The proficiency, as might be expected, is variable, and ranges from highly satisfactory to fair. The chief defect is the merely mechanical character of the instruction, and the feeble attempt made to encourage the pupils to think for themselves or to assimilate what they are told. The memory is cultivated with the greatest assiduity, but the same care is not given to the development of the other faculties. In large schools the environment may in part account for this one-sided development, but the same defect is observable in the rural schools where the environment is favourable. As previously stated the teachers are too anxious to get over a wide range of subjects, and to impart some knowledge of them to their pupils. The memory is called into play, so that the mere rote information

may be learned, but there is little care taken to see that the pupils understand what they have memorized, and too little time given them to make the matter their own. Haste and undue hurry lie at the root of much of the unfruitful work done in the schools. Hence the branches which are mechanical, such as writing, or those which require the application of memory only, such as routine questions on the arithmetical rules, show very commendable proficiency; but when a departure is made from the mere test of memory, and a subject taken which requires some thought the result is disappointing.

Mr. Duwan.

The training given to the infants in ordinary schools cannot be highly praised. There is a tendency to treat these young children as grown scholars, and to expect from them the attention and obedience demanded from their elder brothers and sisters. As a rule their lessons are too long and too formal. The furniture is not always suitable for infants, and there are few pictures to interest or attract them. They are, however, able to read, write, spell, and count with surprising readiness, but in other respects their training is not noteworthy. In the special infant schools the training is of a much higher kind, but increased attention is still required to the modern ideas as given in the "Notes for Teachers." In schools where new methods are tried, and the day brightened by games and plays, the pupils are natural and trustful, they speak frankly, delight in showing their ability to perform, and are not disconcerted when confronted with difficulties.

Infants.

Reading is generally correct, but there is often a want of clear, exact enunciation which indicates a "lack of proper drill in one of the important essentials of good oral reading." The subject is not thoroughly taught in the junior classes. Sufficient attention is not given to clear articulation, proper phrasing, and correct expression, so that the pupils do not acquire an easy, pleasing style. The pupils of the higher classes attain a readiness and facility in recognizing words, but are not able to deliver them with the expression or taste required to interest others, or to make reading agreeable to themselves. Silent reading is practised by every class, and in the hands of a capable teacher ought to prove useful for developing the power of attention and concentration, and for "storing the mind with what others have written." In the junior classes, I think, the exercise should be sparingly practised, and when used by senior pupils, as it often ought to be, there should afterwards be an examination to ascertain if they had been really profitably busy, or had been drifting into idle, deceptive habits. In all classes constant practice is required in describing orally the substance of the passage read.

Reading

Writing receives sufficient practice, and is generally good. The blackboard is always used during the lesson, and the instruction is suitable and effective. Composition does not get

Writing.

**Mr. DEWAR.**  
**Composition.** as much care as its importance demands. In the junior classes oral composition often shows weakness, and the efforts of the scholars indicate that the subject has been somewhat neglected. In the written compositions, which are usually numerous, more variety in the subjects might be introduced, and the corrections should deal with forms of expression, as well as errors in spelling and grammar.

**Arithmetic.** Arithmetic is well taught so far as the knowledge of the rules is concerned, but the ability to work easy problems illustrative of the use and application of the rules cannot be spoken of so favourably. Mental arithmetic is as a rule fairly good, and receives adequate attention.

All the remaining branches of the Code are regularly and systematically taught. Algebra, Geometry, and Science are now part of the curriculum of many schools, and show fairly high proficiency.

In all the departments of the Belfast and Newtownards Model schools the proficiency and the classification of the pupils are exceedingly satisfactory.

Mr. O'Connell writes of the proficiency in the following terms :—

"The teaching of infants is not satisfactory. They get more than a fair share of the vitiated and overcrowded classrooms, and, under these depressing influences, it is difficult to have bright and effective teaching and a sufficient variety of employment for them. With the older pupils a creditable degree of proficiency is attained in most subjects. Composition is, however, sometimes backward, and arithmetic is frequently unsatisfactory in the higher standards. I don't think there is any improvement in this important subject in recent years."

**Organization.** The organization in the large schools is satisfactory. Each teacher has charge of one class. In the smaller schools under one or two teachers the difficulty of keeping the pupils steadily employed presents itself. The teachers seem afraid to combine classes for reading lessons, and retain the old system in which each class uses a different reading book. In the new subjects, such as Drill, Singing, Object Lessons, the grouping principle is always practised and works successfully. The teachers admit its advantages, and are convinced that the working of the school has been made less arduous, their own efforts more effective, and the pupils are more easily controlled and instructed. The want of a sufficient supply of reading books is, in my opinion, the cause of so much tardiness in combining classes for reading lessons. Numerous classes in small schools have proved impediments to progress.

Mr. O'Connell remarks on this head :—

"The organisation of the schools is, on the whole, satisfactory under the circumstances—though I have in a few cases recommended what I thought was a more effective grouping of standards in some subjects. The defective accommodation and the disparity in the numbers in the several standards render it difficult to make at all times a suitable division of work between the teachers."



The monitors are carefully trained and receive adequate instruction. They are good scholars and pass their examinations with credit. As teachers they display considerable aptitude in arranging and controlling their classes, and in imparting information. The criticism lessons, which now form part of their curriculum, are regularly and systematically given, and have been the means of causing the monitors to study carefully the subject of the lesson, to think over the proper arrangement, to find out the points which require special attention and involve difficulties, and to determine the best modes of illustrating and presenting them to the pupils.

Mr. DRWAR.  
Monitors.

The vivacity of the monitors and the insistency with which they demand accuracy and fulness are sufficient proofs of an effective training.

Mr. O'Connell reports :—

"The training of monitors is carefully attended to, and, so far as I know, the rules in regard to their instruction are faithfully complied with. In Belfast nearly all the monitors of the 5th year attend central classes conducted by experienced teachers outside school hours."

French, Latin, and Cookery are taught in a few schools, and the instruction is of a creditable character. Irish is also confined to a few schools, and was specially tested by experts in this language.

Extra  
Branches.

Mr. O'Connell states :—

"Geometry and algebra are taught to some extent in a few of the schools; French and Latin are attempted in one or two schools, and Irish is taken up in three schools. With the early age at which the great majority of the pupils leave school, and the small numbers in the sixth and higher standards, instruction in extra or optional subjects, save in the case of a few better class schools, is not likely to be either very widespread or very successful. Besides, in many cases the proficiency in arithmetic is so low that instruction in mathematics cannot advantageously be grafted on to it."

During the session 1906-07 there were 10 evening schools in operation. My colleagues visited and inspected them, and on the whole, speak in favourable terms of the work done by the teachers and the progress made by the pupils.

Evening  
schools.

Mr. O'Connell adds :—

"There were only five evening schools in operation in this section during the past winter, and I expect the number will be less in future years. Four of these schools did very useful work, but the attendance at the fifth was so low that the school was virtually of no benefit to the locality."

I am, Gentlemen,

Your obedient servant,

E. P. DRWAR.

The Secretaries,  
Education Office.

GENTLEMEN,

Dr. J. E.  
SKRIFVINGSDROT.

The following report is for the period ending 30th June, 1907; the last general report for this circuit was in January, 1905; since when there have been important changes as to the Inspectors, the limits of the circuit, and the distribution of inspection work, taking effect from 1st April, 1906.

Circuit.

The changes in limits of circuit are threefold: (1) the large part of Wexford lying east of a line from the Blackstairs Mountains to Bannow Bay has been transferred to South Dublin Circuit; (2) and the extreme western portion of Co. Waterford to a Cork Circuit; (3) while the Counties of Carlow and Kilkenny have been almost entirely transferred to this Circuit, which thus extends from Ardmore to Rathvilly, some 120 miles, and from below Bannow to beyond Urlingford, about 80 miles.

Inspectors.

At the same date (1st April, 1906), my former colleagues, Mr. P. J. FitzGerald, B.A., and Mr. J. Smyth, M.A., were transferred to other circuits, and have been replaced here by Mr. J. Coyne, B.A., and Mr. W. Bartley, B.A.

Inspection.

Previously to 1st April, 1906, the circuit was divided into three sections radiating from Waterford, where all three Inspectors were stationed; but since then the circuit is divided into two sections (North and South) by a line through Thomastown; Mr. W. Bartley, stationed at Kilkenny, in charge of the northern section, and Mr. Coyne, at Waterford, for the southern section; the senior Inspector having the schools in the city of Waterford, and also taking, every year, some 40 schools in each section, or about 100 in all.

Schools.

In the city of Waterford school space is generally ample, the Model schools could accommodate some hundreds more; but St. Otteran's Convent school is overcrowded, and will probably soon be enlarged; a new building to replace Lady Lane school is being erected; application has been made for a grant to build a new school for St. Patrick's, a much needed work; and a new infants' school is projected for St. Stephen's Monastery; while the Quay National school has been amalgamated with the Model school. The workhouse schools are not comfortable in winter, being of an unsubstantial structure.

These city schools are, in general, well furnished, properly equipped, and mostly provided with libraries.

There are 3 Model Schools, 40 Convent and Monastery, 10 Poor Law Unions, 134 Mixed Schools, 106 Boys', and 94 Girls' Schools.

Mr. Coyne states that :—

"A very considerable proportion of the school premises in the south section fall short of a proper standard, from want of playgrounds, porches, or out-offices; in some cases the latter are too near the school walls, in a few there is only one closet for boys and girls, or the closets are not adequately separated. Three schools should be replaced by new buildings, if sites were available: six others not so bad might advantageously be superseded by new houses: the remaining schools are generally satisfactory as to repairs. There are 33 schools each with but one room for two teachers, and many of those might be divided by partitions. Few schools suffer from overcrowding, very many could accommodate much larger numbers. Two schools, Cloggah Boys' and Girls', have recently been amalgamated, and two others are likely to be so; three other pairs of schools could be amalgamated with educational advantage; and two small schools might be closed without much local inconvenience."

Dr. J. B.  
SKIPPINGTON.  
—  
Mr. Coyne.  
South Section.

At Keily's Cross there seems need for a new school, which has long been projected.

Mr. Coyne remarks :—

"Most of the schools are kept fairly clean, though corners of walls, tablets, and pictures, are sometimes dusty; in more than half the number flowers are planted in plots, or in window boxes. Nearly every school is provided with basin, soap, and towel, in many cases seldom used, though put up because asked for; frequently several children wash in the same water, which is, of course, objectionable; in some cases the dry basin is lying in the yard, sometimes hidden in obscure corners, yet in not a few schools it is tastefully disposed on nice stand, with clean soap and towel, manifesting the care and taste of the teachers."

Mr. Coyne continues :—

"In many cases, owing to their position or construction, it is difficult to keep the closets clean and sanitary; want of urinals is a frequent source of trouble; the supervision of these falls on the teacher, a duty that is often neglected. The inspection and supervision of school offices should never be assigned to the teacher, but to the local sanitary officers; for the health of the children should be an object of care to the community at large. During the colder months fires are kept burning; in some schools the early dropping of fires in Spring and their tardy lighting in the Autumn, suggest that the burden of supplying fuel for the school has to be borne in part, if not entirely, by the teacher. In all schools physical drill exercises are carried out, limited in many cases to marching and body movements; yet in a good many schools dumb bells or drill poles are provided. I have seen no gymnasiums and few playsheds. Ball-alleys for boys, and swings, etc. for girls, would brighten up school life, and be no inconsiderable factor in securing punctuality and increased regularity of attendance. About one-fifth of the schools are provided with school libraries."

Mr. Bartley observes, as to the north section :—

"In about a dozen of cases the houses are not large enough for the attendance; and, in as many more, the school buildings are quite unsuitable; a few of the houses are wretchedly bad, and were only tolerated owing to the suspension of building grants; and, when these become available, building will at once be commenced in some of the worst cases; very extensive repairs, etc., are now being made in one case. A new school (Gazebo Infant) has been recognised, and, in three instances, adjoining boys' and girls' schools have been amalgamated. On the whole, the distribution of schools meets the requirements of the people."

Mr. Bartley.  
North Section.

Dr. J. B.  
SKIFFINGTON.

Mr. Bartley continues :—

"The good buildings are generally kept in very fair order; in many cases the ventilation is defective, from want of an efficient outlet for air through the ceilings. In over 60 instances there are no playgrounds, and in several others the grounds are very small. There are 18 schools without offices. The closets are generally better kept than formerly, but there is still a good deal of room for improvement in this regard. Flowers are occasionally cultivated in the school grounds, and, in a very large number of instances, plants are grown in boxes or flower pots.

"In a very considerable number of schools the desks are old and badly shaped; in many cases new and suitable desks have recently been provided; and in several instances the managers have promised to have this serious defect remedied. In every school there should be a cabinet with compartments for the copy-books, etc., of the different Standards; the want of this is a cause of untidiness and great waste of time in the distribution of copy-books, etc. The supply of maps and pictures is too often rather limited; a very considerable improvement has, however, been effected in this matter in many of the schools within the last year or two. Some of the better schools (about 30) are provided with small libraries: some of the collections are very limited, in other instances they contain a fair number of books."

I have observed in a good many rural localities, hollows at gates, corners, and in school grounds; these very often are full of water from rain, and cause much discomfort to the children, besides adding seriously to the difficulty of keeping floors clean. Yet this is a matter very easily remedied; and, if the teacher suggested it, the pupils could easily get such hollows filled up with stones: a little care in such small matters would make a material difference.

With regard to wash-basins, I have observed in many schools lately a very convenient arrangement of basin, jug, etc., on a metal tripod stand, which looks neat, is easily moved, and is comparatively cheap. This struck me particularly in the Co. Carlow schools, which seem well advanced in this and other school matters.

In some rural schools I found a good deal to complain of, on the score of want of cleanliness, tidiness, etc; some teachers saying that they did not notice these matters, till their attention was drawn to them, familiarity causing indifference. In too many cases also, I observed children with badly washed faces, untidy hair, and even dirty hands. Those are, however, on the whole, exceptions, and there are many bright examples on the other side, of cleanliness, order, taste, and much evidence of training in good habits.

Some consider that schools, their furniture, equipments, and surroundings, should not be too high above the standard of the homes of the many poor who attend them; and there is doubtless much sound sense in this view; but, on the other hand, the school may well be expected to elevate the notions of the uncultivated; to raise their tastes, to expand their ideas. In any case fine structure is part of the fashion of the present day, in the structure of banks, insurance offices, shops, railway stations, churches, etc.

The Convent and Monastery schools are conducted by various Orders of Nuns, paid chiefly by capitation, and of Monks, who are classed like ordinary teachers; those employ in most cases one or more lay assistants, and a number of sub-assistants (unrecognised) at small salaries: the largest school, that of the Sisters of Charity, in Waterford, has four Nuns in charge, 9 or 10 assistants, and as many unrecognised helpers.

The De La Salle Brothers conduct the St. Stephen's Monastery school, used as a practising school for the King's Scholars. The teachers in the Convent schools vary, of course, as to ability, attainments, and efficiency; but have generally specially qualified members to teach Singing, Drawing, Needlework, etc., and sometimes trained teachers become members. In many cases also, the Nuns are, this year, assembling at suitable Convent centres for special courses in Teaching, Hygiene, Science, etc.

Special classes in Science for teachers were held in the new Technical schools both in Waterford and Kilkenny, and the teachers were emulous to join those classes, which had to be limited by the number of places.

Mr. Coyne reports:—

"Excluding Convent Schools, only 44 have attendances over 50, to secure the services of an assistant; 28 others have the average for Junior assistant, and 2 have Workmistresses.

"The teachers, as a rule, are a respectable, competent body of men and women, skilful in the main, devoted to their work, and conscientious in the performance of their school duties. Nearly one-half of the schools obtained the merit mark 'Good,' about one-fourth the higher mark 'Very Good,' or 'Excellent;' slightly over one-fourth the lower mark, 'Fair.' In very few schools is the instruction given of an inefficient character. In much the same manner the teachers may be classified as regards success in teaching. About 70 per cent. of the graded teachers have been trained, and the number of trained teachers is increasing year after year. Twenty-eight Junior Assistant Mistresses are employed, a good proportion of them being ex-Monitors who completed their term of service, and rank as third grade teachers; these show some skill in teaching, and perform useful educational work. The others, who were never before employed by the National Board in any capacity, are much less skilful teachers.

"As the system of individual examination of pupils by Inspectors has given way to that of inspection, cramming, and examination-preparing are being superseded by more rational methods of instruction than obtained in former days. The establishment of a uniform school year has contributed to more systematic teaching, for, at each inspection the teacher finds it necessary to show that a reasonable portion of the school programme has been taught, which should be in proportion to the time elapsed from the beginning of the school year.

"Hence arises the necessity for keeping a periodic record of the educational progress of the pupils. The prudent teacher will decide, at the beginning of the annual period, the amount of matter he proposes to get through during the year, will divide same into three or four portions corresponding to the divisions of the year as determined by vacations, take stock of the amount and quality of the work done each term by holding periodic examinations of his pupils, and ensure that the proposed task shall be thoroughly and efficiently executed. He will also make preparation for his work. This preparation should not only include the reading necessary to increase his information on a given subject, and thus render his treatment of it fresher and more

Dr. J. B.  
SKEFFINGTON  
Teachers.

Mr. Coyne.  
South Section.

Teachers.

Dr. J. B.  
Sampson.

interesting, but also deal with its arrangement into a series of connected lessons, together with the introduction of devices of a more mechanical nature, the presence of which means to him the saving of time and labour in the school-room.

"I regret to find that there is a large proportion of schools, the teachers of which do not make such preparation. I am now arranging that in all schools the teachers are to draw out every Saturday a plan of the work proposed to be done the following week. This will, perhaps, induce some of them to think, in advance, about their work, and make the necessary preparations for its efficient execution.

"The keeping of a record of the pupil's progress is not always a labour of love, and though there is scarcely a school in which one of some kind is not kept, the details are often meagre, ill-arranged, disconnected, and suggest that the teacher keeps the book because of the official instructions."

Mr. Bartley,  
North Section.

"In this section there are 235 certificated teachers and about 40 junior assistant mistresses. Of the certificated teachers 153, or about 65 per cent. have been trained. As a rule the members of the Staff are conscientious and industrious. Failure to achieve satisfactory results is probably more frequently due to absence of skill than to carelessness. On the whole I believe the intelligence of the pupils is more generally appealed to than formerly, but mechanical methods of instruction are still too much in evidence. In many instances there are few signs of preparation for work. This is so, even in the case of teachers, recently trained. If these latter could be induced to prepare effectively and systematically for their work during the first two years after training, a habit would be formed which would be invaluable during their after career. Object Lessons, Reading, History, and Analysis of Sentences, can hardly be effectively taught without previous preparation.

"Most teachers now endeavour to teach Drawing and Drill even in cases where they received no training in these subjects, sometimes with very fair results."

I have observed much difference between those junior assistants who had been monitors, especially those trained in singing, kindergarten, etc., as in Convent schools, and others without such training, who appeared comparatively of little value. Singing, drill, drawing, and occupations for infants, with a limited literary and arithmetical course, would clearly be the most suitable programme for those junior teachers, who rarely (if ever) need that full and difficult course of needlework now exacted.

The preparation of lessons has many different applications, as to (a) the professor of one subject, (b) the teacher of one class, (c) the ordinary teacher of several classes in many subjects. The first can be expected to have full notes and analysis of his subject and his lectures to a class supposed to attend and follow him step by step; the second, having one class and several subjects, may also aid his lessons by considerably elaborate notes, schemes, and sketches; but the third cannot be expected to go so minutely into all details, as it would involve too much time and labour; and, besides, his work is, in great degree, repetition and variation, to suit the attendance, abilities, etc., of his pupils.

Yet to depend on mere memory for a course of lessons leads to vague and desultory teaching; and even a skeleton outline of the courses he means to follow is most desirable if not essential to the teacher.

The percentage of attendance all over the circuit seems to be above 70 per cent., reaching 71 in the Waterford City schools, in the city of Kilkenny 74 per cent., and in the town of Carlow being so high as 84 per cent. of the number on Rolls.

With regard to the actual attendance (1) punctuality is an important element, for it is not unusual to find a few late for Roll call, whose attendances do not count, though they are taught as others; (2) again, not infrequently, some pupils go home early, and their incomplete attendances are lost to the school. But there is (3) a more serious cause of low average attendance in the number of days that have to be included when half the numbers (or almost  $\frac{3}{4}$ ) may be absent owing to fairs, holidays, sickness, bad weather, etc.; and this even though the number of annual days may be above the minimum 200; this gives an advantage to some schools, which are found to have been closed for periods ranging up to 10 weeks or more, and thus avoid those small attendances: 200 days (the best 200 days) should be the standard for all schools. (4) Then the time the names of absent pupils are kept on Roll affects the percentage of attendance; and, I believe, to the two latter causes is largely owing the apparent low percentage in Irish as compared with British schools.

Dr. J. B. SKIFFINGTON.  
Attendance.

As to attendance Mr. Coyne says:—

Mr. Coyne.  
South Section.

"The tendency is towards a decrease, and the downward movement will probably continue so long as the tide of emigration is in flow. Pupils come to school when about 5 years of age, occasionally at 4; they generally leave between 14 and 15; those over 15 hardly form more than 2 per cent. of the total.

"The health of the pupils is good on the whole, not taking into account occasional epidemics of measles, scarlatina, whooping cough, with which localities are visited.

"I have not noticed children with defective eyesight, except in one school; children with defective teeth are much more numerous.

"The majority of the pupils are the children of small farmers and agricultural labourers."

I noticed in some rural places and small towns that the children looked pale, and not robust: in some places also many seemed small for their ages.

The Waterford schools suffered this year from an epidemic of scarlatina; as did the Tullow schools last year.

"The majority of the schools of the section are rural, and the circumstances which usually affect the regularity of attendance in agricultural districts make themselves felt. I have collected statistics for the last three years for the schools at present in the section. The average number on Rolls is practically the same for 1905 and 1906. The average attendance was slightly lower last year. For 1905 the average on Rolls was 252, and the average attendance was 581 higher than in the preceding year, 1904. The percentage of average daily attendance to the average number on Rolls was 67.7 for 1904, 70.5 for 1905, and 70.2 for 1906. The Compulsory Attendance Law has been in force in two towns in the section, Kilkenny and Carlow. Arrangements have recently been made to put its provisions in force over most of County Carlow.

Mr. Bartley.  
North Section.

Dr. J. B.  
SKEFFINGTON.

"In the town of Carlow the School Attendance Committee has been conspicuously successful in its efforts to promote regularity of attendance. In the National Schools in that town the average attendance has been about 84 per cent. of the average number on Rolls for the last two years. In the city of Kilkenny the percentage has been about 74. Comparing the districts where the Act is in operation with the remainder of the section, the percentage is about 9 higher in the former than in the latter.

"The attendance has improved considerably in many of the schools in Co. Carlow since the Compulsory Attendance Act was put in force, but sufficient time has not yet elapsed to enable one to judge as to permanent improvement.

"Schools differ very much from one another as regards the punctuality of the pupils in the morning. In some the children are practically all in before 10 o'clock; in others they come dropping in one by one or in small groups till 10.30, or even later. In a school I visited a short time ago less than one-third of the pupils present at Roll-call were in at 10 o'clock. I believe the teachers can do a great deal to remedy this serious defect. In schools where want of punctuality is a marked feature, I generally find late comers are allowed to slip quietly into their places without any notice being taken of the fact that they are not in time. This naturally leads them to believe that the time of arrival at school is a matter of indifference. I know several instances in which teachers have effected a considerable improvement by regularly insisting on defaulters accounting for their lateness.

"I have made enquiries in most of the schools regarding the number of pupils suffering from defective sight. In about 260 instances defective sight was reported."

Proficiency.

The observations of Mr. Coyne and Mr. Bartley on the proficiency in the various school subjects are as follows:—

Mr. Coyne.  
South Section.

"The reading of the pupils is, in general, fluent and intelligent, though in many cases, wanting in expressiveness. The introduction of history and supplementary readers has been beneficial in widening the child's mental horizon, and in arousing a desire of acquiring knowledge. Most schools are provided with the Readers prescribed by the official programme.

Reading.

"Writing is generally neat and legible. The teaching of this subject presents no difficulty.

Writing.

"There is no subject of the school curriculum better calculated to develop the child's powers of reasoning than Arithmetic. The several processes and operations employed in the solution of Arithmetical exercises form an interesting and instructive study, while the well-chosen problem appeals to one's sense of the useful. To acquire facility in working exercises a child must first get over the mechanical difficulties of mental addition, subtraction, etc., of pairs of small numbers; this is best done when he is in the infants' class, and by means of frequent *visd voce* drill in the 'tables,' as these mental exercises are familiarly called.

Arithmetic.

"At all my inspections it is my care to give such exercises to the infants, to question the senior pupils on the reasons for the processes employed by them when working 'sums,' and to call on them to interpret their results. The juniors are expected to give their 'answers' in fully formed sentences. Thus the subject is rendered interesting, and becomes a valuable mental exercise. Questions involving very large numbers are rapidly disappearing before more rational and practical ones. The proficiency in Arithmetic may be summed up in the statement that the pupils can do, fairly well, practical questions presenting no features of special difficulty, and their knowledge of the principles underlying their solution is increasing.

Composition.

"I am glad to be able to report in favourable terms of the progress made in English Composition. An ambitious style we should not expect in our primary schools: the simple statement, the plain unvarnished tale, correctly, even if sometimes inelegantly, expressed, must



suffice, and, in the majority of the schools, this power of expression is attained. In some of the better class schools, where oral composition is systematically taught, I sometimes find quite respectable compositions. The errors take their tone from the locality, the prevailing one, in the south-west, being the use of a plural verb with a singular subject, a reproduction of the home speech. As a remedy, I suggest the instant correction, by the teacher, of every error in speech heard during the day, until the correct mode of expression becomes a habit. The Junior pupils should not be exempted from this censorship, though the teacher will give reasons only to those who can understand them.

Dr. J. B.  
SARREYNOTOS.

"Formal Grammar is taught with fair success in the Senior Standards, the pupils of which can analyse a sentence which is not too complicated. Analysis of sentences forms a valuable mental exercise, though I am doubtful of its utility as an assistance to English Composition, for I have seen gross mistakes in Composition exercises made by pupils who were fairly well able to analyse an ordinary sentence. The grammatical inflections are less known in our schools.

Grammar.

"Geography teaching has reverted to the style of the old days, namely, the pointing out of places on the map. Most teachers, however, are careful to introduce interesting information regarding the inhabitants of the countries, their industries, etc. In schools where there are globes, the pupils can show on them the relative positions of the continents and oceans. A good many schools are provided with inch Ordnance maps of the locality, and a few with six-inch maps: the pupils can find the roads leading from the schools to their homes, and know the cardinal points. Senior pupils should be taught how to use a railway guide, and to trace on the map the route taken by them in travelling from their homes to any given town.

Geography.

"Manual Instruction is principally confined to stick-laying and paper-folding. As taught at present it does not appear to be of much educational value. It should not be difficult to so frame a programme in such subjects as Arithmetic, Geometry, Mensuration, Drawing, as to incidentally introduce this subject, in which case it need not be formally taught. Thus, sticks may be used in counting, in making designs for drawing patterns, paper may be folded to illustrate the theory of fractions, the principle of superposition of figures, rectilinear figures may be made by placing sticks along the boundary lines, which the child should be trained to lay down with accuracy; other sticks may be placed as perpendiculars, etc. Thus the subject may be made subservient to more important ones, being introduced as required, and the child may be trained to do neat and accurate work.

Manual  
Instruction.

"Drawing is taught, on the whole, with fairly successful result.

Drawing.

"About one-half of the schools in the section are equipped with Elementary Science apparatus. Progress in Elementary Science is slow, arising from a slovenly method of teaching the subject, from want of connection in the lessons, and from disregarding the recommendations in the 'Notes for Teachers' as to the use of the Science apparatus. In many schools the pupils rarely get beyond the first 10 or 12 experiments of the official programme.

Elementary  
Science.

"As the apparatus supplied to the schools consists of a small number of pieces, there being usually but one balance, one 'see-saw,' one burette, etc., an experiment depending on the use of one of these, the balance, say, can be done by only one pupil at a time, or one pair of pupils (if they work in pairs). In order that all the pupils of the Science class may have an opportunity of handling the apparatus and performing the experiment in turn, they should, 'singly, or in pairs, be sent out from time to time . . . to repeat experiments which have already been accurately performed and thoroughly explained before the whole class . . . All results so obtained should be at once entered in a special class note book . . .—(Vide. Notes for Teachers). Were these instructions carried out, I should find, at every visit to an 'equipped' school, a pair of pupils working at some experiment, to be

Dr. J. B. SHEFFINGTON. — followed by another pair, and so on, in rotation. This, however, I do not often find: and on looking at the Science note book, when one is kept, I note that the entries are often irregular. In some cases, no such book is kept, in others, the book was commenced but dropped. Frequently I have myself drawn up a form of science results book, putting in headings, ruling lines, and giving instructions as to how it should be kept. Such a book should have a column headed 'Teacher's Remarks,' in which might be set forth the judgment of the teacher as to the dexterity shown by the pupils in handling the apparatus, and conducting the experiment, as to the accuracy of their results, and, periodically, as to the general progress made by the class as a whole, when the experiment had been performed by each pupil in turn. I have to add that on the publication of the revised edition of the official programme, some teachers in schools where there were no assistants discontinued the teaching of Elementary Science, under the notion that they were not required to teach the subject: but they were induced to resume their instructions.

Singing. "Singing on the Tonic Sol-fa system is taught in all schools, except a few, the teachers of which say they 'have no voices.' So far as the singing of songs, exercises, and notes on the 'Modulator' go, good work is done generally, and in the better class schools a really creditable standard is often attained. One object of learning Vocal Music is frequently lost sight of, namely, the power to read any piece of not too difficult music at sight; to bring this home to both teachers and pupils, I take to the schools easy unseen pieces of music, written in the Sol-fa Notation, which I frequently ask the pupils to sing after a little study of them. I believe this to be attended with beneficial results.

Needlework. "Needlework is fairly well taught, but I should be glad to see more demonstration lessons given, and to find the schools better provided with demonstration specimens for class teaching. In cutting-out, progress is slow.

Infants. "The teachers are becoming alive to the importance of keeping the Infants usefully and agreeably employed during the day. In some schools story-telling forms a pleasing feature, and action songs are sung. Where there is not a special room provided for them, efficient training of Infants is not an easy task: but, on the whole, there are few schools in which the little ones are neglected.

"Lessons in Health and Habits are being gradually introduced since they were added to the official programme.

Mr. Bartley. "Of the pupils on rolls on 31st December last, 30.2 per cent. were infants, 13.9 per cent. were in first class, making 44.1 per cent. for first standard. In standard II. the percentage on rolls was 13; in standard III., 12.7; in standard IV., 10.7; in standard V., 10.6; in standard VI., 7; and in standards VII. and VIII., 2.2. It will be seen that these numbers approximate very closely to those published in the last Commissioners' Report for the whole of Ireland.

"Under the Results System there was a decided tendency to over rapid promotion of pupils. In a limited number of schools the opposite tendency now prevails. Pupils are sometimes kept an unreasonable length of time in the first standard. Not only does this diminish their chance of getting through the higher standards before leaving school, but it tends to discourage them, and to foster habits of idleness, which are afterwards very difficult to eradicate. On the whole, however, the rate of promotion in the schools of the Section is fairly satisfactory.

"In order to enable one to see at a glance the rate of progress of pupils, it is absolutely necessary to insist on the posting of the School Registers. A Progress Table, filled at the end of the school year, giving the length of time pupils have spent in their present Standards, would enable the Inspector, without undue loss of time, to judge whether they are advanced with reasonable rapidity or not.

Infants. "In schools in which there is only one teacher, Infants seldom receive sufficient attention. Where a large proportion of the pupils are in the higher standards, it is practically impossible for a single teacher

to find time for the efficient training of the Infants. They are, however, in general, receiving more attention than formerly. In all the more efficient schools some provision is made for Kindergarten occupations, and conversational Object Lessons are given.

"The proficiency in reading is gradually rising. As a rule, the children read correctly, and have a fair idea of the meaning of the passages read. The tone is generally monotonous, and occasionally indistinct. Few teachers aim at training the pupils to read with due expression and so to produce a style pleasing to the ear. In many instances, in this Section, where Reading can be followed without difficulty, the speaking is low and indistinct.

"Writing is largely taught from the blackboard. This is the best method for collective teaching. Headline copybooks are also used to a considerable extent. Whatever course is adopted, success depends on training the pupils to observe their model closely and to make a constant effort to imitate it. Very bad writing is seldom met with. As a rule, written work is pretty carefully done. In Arithmetical exercises, figures are frequently badly formed. The number of schools in which the pupils write a really good firm freehand is somewhat limited.

"There is a good deal of practice given in Written Composition, but there is seldom much systematic teaching of the subject. The exercises are generally very short. They are, however, well revised, and pupils are trained to avoid the grosser grammatical mistakes. I sometimes find compositions that are all, word for word, the same, and that are evidently either written from dictation or copied from a blackboard. In some schools there is a tendency to confine the exercises to the reproduction of stories read to the class. I occasionally see a good lesson given, in which, after a discussion regarding the facts, and hints as to arrangement, the pupils are left to their own resources so far as the actual production of the exercise is concerned.

"Grammar is not generally well taught. As a rule, only analysis of sentences is attempted. This could be made a very useful exercise. To render the instruction intelligent and effective, sentences should be carefully selected or constructed to illustrate definite points. This is rarely done. A book is opened at random, and sentences for analysis are taken as they happen to meet the teacher's eye. A whole course of analysis is thus attempted in a single lesson. General confusion is the result, and no useful work is done. In most schools attention is paid to the correction of local grammatical errors of speech.

"As a rule, there is not nearly so much time devoted to arithmetic as formerly. In most fairly good schools creditable proficiency is attained in mechanical calculation, but skill in applying the rules learned is very limited indeed. Mental Arithmetic seldom receives as careful treatment as it deserves, and one rarely sees any attempt to make use of mental exercises as an introduction to the lesson for the day. So far as the intellectual side of the teaching is concerned, sufficient use is not made of concrete illustrations. A teacher recently told me that some pupils knew fractions. They could add or subtract two fractions correctly, but he admitted he had never given them any illustrations of what fractions meant, nor had he explained the reasons for the various steps in the process of adding. As regards mechanical work, the commonest mistake is giving a few very long exercises instead of a large number of short ones. Arithmetics are now being published containing numerous concrete exercises, generally short, and illustrating the elementary rules. This is a step in the right direction.

"Drawing is now taught in all schools. Freehand and ruler work combined are generally well done. In some schools fair designs are produced and in a limited number a little Practical Geometry and Scale Drawing is attempted.

"Singing is taught in all the schools of the Section except 15. The proficiency varies, of course, very considerably. In most cases songs are fairly or well sung. Frequently there are no charts. The teachers often supply the defect by writing out the exercises on a blackboard."

Dr. J. B. SKIFFINGTON.

Reading.

Writing.

Composition.

Grammar.

Arithmetic.

Drawing.

Singing.

Dr. J. B.  
SKEPPINGTON.  
Proficiency.

I find Reading improving in more and more schools year by year; not only is greater facility and fluency attained in the higher classes, but even the very juniors group the words intelligently so as to bring out the sense: there is no doubt that the greater variety and change of readers, which are also more interesting and attractive, and especially the use of easy story books in Junior classes, has been a great aid in this desirable improvement: the meaning of what is read is also better understood, or at least, more readily expressed, than formerly.

I am doubtful, however, whether as yet the pupils put in operation this power of reading after they have given up school. Libraries and reading-rooms in all towns and villages would tend to keep up the all-important reading habit. A system of book prizes to senior pupils would also tend in the same direction: such books containing useful information, and life lessons, would help to show the utility of the power acquired, and to direct it to desirable ends. I have noticed that, in some localities, while the *little* ones read clearly and audibly, the *seniors* become weak in tone and indistinct in utterance. I have found the same peculiarity in the voices of adults in ordinary speaking in those places; it seems a natural change of the vocal organs, if not a deeper seated change.

Pennmanship.

The amount of written work done is very great, various exercises on the school course being written; but there is need in many cases of greater care to avoid errors, and to acquire a regular hand, though, in many schools, much taste and skill are shown in the written work, which thus becomes a valuable training.

As to teaching writing from the Blackboard, some teachers who have tried it, have given it up again, as they say the pupils cannot so well look up at the board as at a headline on book or desk before them.

Composition.

Composition, both oral and written, continues to receive a good deal of attention, and, in many schools, a very respectable standard of Composition is attained; but, in others, the exercises are too much alike, and suggest copying or too much prompting; letter-writing is often too long delayed, and may well be commenced in 3rd standard.

There are now artificial aids to this subject, in the form of hints, headings, etc., at top of copy books—these save time to the teacher, but have certain drawbacks.

Grammar.

Analysis, in most schools, is the form of practice chiefly given in Grammar, though Parsing is combined with it in the better schools; but Analysis does not very often go beyond the parts of the simple sentence, and is then little more than a variety of Parsing: thus we hear of the Noun Subject, and the Predicate Verb very commonly—while Enlargement and Extension take the places of Adjective and Adverb. Horne Tooke, long ago, gave, perhaps, a better analysis than that now in use: "for the verb," he says, "is *quod loquimur*

the *noun, de quo*;" which has the advantage of applying to many forms of expression, Interrogative, Optative, Imperative, and not merely, as the modern Analysis, to the Indicative or Assertive form. The tabular writing out of Analysis is like the old parsing on paper, an exercise of very questionable utility. Analysis of a proper kind is held to be a great aid to Composition, but it is the inter-relation of Sentences, Clauses, Phrases, that is here referred to.

Dr. J. B. SKRIPPINGTON.

The schools are now taking up more of the Geography that had been in recent years diminished; and those large scale maps of the localities of the schools are an interesting and useful introduction, showing the roads, houses, etc., known to the pupils.

Geography.

There is evident improvement in the modes of treating Arithmetic; not only is mental calculation much more attended to, but the various aids to simplify and explain Notation, Subtraction, etc., are much more availed of; and the teachers are making the work of the higher classes more applicable and practical than it used to be, being much aided in this by the variety of very useful little tracts on Arithmetic for the standards.

Arithmetic.

Drawing is now to be found, I believe, in all schools, and while there are the usual differences of proficiency, the work in some schools showing want of care, taste, and attention; yet, in many more, the proficiency in Freehand Drawing is very creditable, so much so, that a part of the weekly time might well be devoted to scale and compass drawing, plans and elevations, so useful to all tradesmen, and in every constructive art. This Practical Geometry or Mechanical Drawing, is now much recommended as an introduction to, or as a substitute for Theoretical Geometry, or, as it is called, Euclid, which so few boys appreciate in its original form.

Drawing.

Singing maintains its standing, and should be heard in all schools, as it is in most, to some degree. In too many schools, however, the same songs are practised (or pretended to be) by all the pupils, young and old; but, in these cases, the juniors really do little or nothing; as it is manifest that words and airs suitable for seniors, are quite the reverse for Infants, who should always have simple songs with actions; the aids to these latter are now very common, and should be of great use. Certainly Irish children have great gifts for musical training, and much taste for singing, etc.; the non-musical, in the south, forming a very small percentage.

Singing.

There are several schools with special departments for Infants, where a full course of Kindergarten instruction is carried on, but in all good schools also the Infants have training in Singing, Action Songs, Drill, Drawing, and some manual work.

Infants.

Dr. J. B.  
SHEPPINGTON.

Drill.

Drill is now very popular, and, in some form, is a good deal practised; but, Drill bells are not yet found in all schools, though hand motions are gone through, but not with sufficient vigour and definiteness.

Science.

More or less of Science, or of a scientific kind of Object Lessons, is very common, and, even where it is no more than accurate measuring and weighing, with correct recording of weights and measures, it is not only useful and practical, but tends to form habits of truth and accuracy in many ways.

The exercises of the pupils might frequently be more careful, and are, too often, not dated; but, in some schools a very good standard is attained. Many teachers, who got short science courses, complain of being expected to teach more than they learned; and others object to sending pairs of pupils from class to science weighing, etc., on the ground of breaking up classes and of pupils idling, etc. Those teachers who get a two years' course in Training should be able to do a good deal.

Both in Waterford and Kilkenny, classes for teachers were held in the new Technical Schools this year, and were eagerly availed of by teachers, who have generally scientific tastes.

Proficiency.

There are many of our schools which attain a very good degree of efficiency, and would do credit to any country or any system; nor are these confined to the large town schools, which have special advantages; but, some of the smaller rural schools are conducted with skill, assiduity, and efficiency, and produce striking and most creditable results. There are some, but they are, I think, a diminishing number, that are not satisfactory in some respect or other, and there are few that do not accomplish a fair amount of work.

Ages.

We want better information as to the ages of the pupils in the several standards. The proportion of pupils in the senior standards seems to be about 30 per cent. on the whole. But this varies much from school to school, small and young pupils being found in advanced classes in some schools, while in others, big and comparatively old pupils are found in 3rd., 2nd., and even 1st. standard, hence the necessity for an annual return of the numbers at each age in the several standards.

Organization.

Mr. Coyne remarks:—

Mr. Coyne.

“To enable the limited staff of a small school to cope successfully with the problem of teaching a large number of different Standards, the device known as ‘grouping’ was instituted and recommended for adoption in all schools where the staff consists of less than three teachers. The system recommended for schools in charge of two teachers seems to be ideal: here, there are four groups at most, to be dealt with by two teachers. If each takes two groups, and so arranges that one group shall be engaged at a ‘silent’ lesson, generally some written exercise or useful study requiring supervision merely, while the other receives a demonstration lesson from the teacher, the two

kinds being alternated, constant and useful employment is secured during the day. The system for one-teacher schools is less perfect, but is extremely useful when the numbers in the highest Standard are small. Programmes are drawn up to suit both systems.

"One would think that a system of organization which affords such help would be warmly welcomed and readily adopted: yet, I found, in many schools, at first visit, that either there was no grouping of Standards for collective instruction in English and Arithmetic, or the system was but partially introduced. Perhaps the teachers feared that as much knowledge would be expected from the lower as from the higher Standard of a group: perhaps they felt that the parents of the children of the lower Standard would expect them to be promoted, at the end of the school year, to the next higher group, in company with those of the higher Standard with whom they worked during the year. At each visit, I have spent considerable time in explaining to them the working of the 'grouping' system, of meeting their objections, sometimes of relieving them of their fears, I trust, with beneficial results."

"The principle of combining Standards is followed in the case of most subjects of the programme. It is extremely difficult to get it adopted in the case of reading. I still frequently find a small Senior Division all standing round one draft circle, but really divided into three groups, each having a different literary reader. As a rule, a common history reader is used by all, and generally a common story-book. A good many teachers have, however, been carrying out the arrangements recommended in the Programme, greatly to their own advantage, as well as to that of their pupils. I hope to see the principle generally adopted at the beginning of the next school year.

"Needlework is another branch in which one seldom sees any attempt at collective teaching. I fear this subject does not receive so much attention as it deserves in the Training Colleges. It is not unusual to find trained teachers who seem quite unable to give an efficient class lesson in needlework, and they nearly always undertake the duty, when asked to do so, with manifest reluctance.

"For Drawing, Grammar, Geography, etc., Standards are nearly always combined. Separate exercises in Dictation are sometimes still given to the different Standards, a proceeding which results, not only in loss of time, but in confusion. Of course efficient collective instruction presupposes thorough discipline in the school, a great deal of alertness, and a complete mastery of his subject on the part of the teacher."

I might remark that as to Programmes, Girls' Schools have a good deal more to do than Boys'; thus, Needlework takes 3 hours weekly, Cookery, etc.,  $1\frac{1}{2}$  hours at least weekly; with all else common to Boys' schools, save Mathematics, not receiving more than one-third of this time. Girls' Schools have also often Irish: this inequality requires adjusting.

There are over 150 Monitors in the circuit, more than 40 of these being in the city of Waterford schools, about the same number in the south section, and the rest in the north section.

Mr. Coyne says:—

"The Monitors are being efficiently trained, having been carefully selected, and appointed only in schools which furnish models of good teaching, school-keeping and organization. The criticism lessons are carried out in accordance with the official instructions, and with good effect on the whole."

Dr. J. B.  
SHEARSON.

Mr. Bartley :—

"As a rule, satisfactory arrangements for the instruction and training of these young candidates for the teaching profession have been made, and, I believe, they are faithfully carried out. Their answering on the subjects of instruction is nearly always creditable, and they generally prepare notes for the weekly criticism lesson. Much more attention is paid to instructing them in methods of practical teaching than formerly."

Nearly one-third of the monitors are in the schools of Waterford city, and are generally well trained in the schools, but too few of them go to training Colleges; this is a loss to the service through the cost of training thrown on candidates; and, as monitors are now appointed for three years only, they would furnish more well-qualified candidates than formerly; it is difficult to see why those Colleges should not be *free*, at least to ex-monitors.

Mr. Coyne reports :—

Evening  
Schools.

"Two Evening schools were in operation during the session 1906-7, in Ring. The pupils attended for the purpose of learning English, Mathematics, and book-keeping; good sound instruction was imparted in both schools."

Mr. Bartley reports :—

"Ten Evening schools were opened in the section, in the session 1906-7. Two of these were closed almost immediately; the remaining 8 were kept open during the entire session. In about half the schools 'additional subjects' were not successfully taught. They appeared on the time table, but the progress made was very limited indeed.

"One school was conducted in a very highly successful manner. The average attendance was over 70 per cent. of the average on rolls, and fairly advanced geometry and algebra were taught in addition to book-keeping and history. In three other schools the proficiency in at least two 'additional subjects' was very creditable.

"At all my visits I found the schools orderly, and the pupils seemed in earnest about their work."

There was no recognised Evening school in the city, but I believe there will be an important one during the coming winter.

Mr. Coyne remarks :—

Cookery.

"Cookery was taught in 14 schools with generally good results; but only those schools took it up in which there was a reasonable chance that the subject could be properly taught"

Mr. Bartley observes :—

"In the majority of the cookery classes examined last year, the instruction was effective, and of a useful character. Cookery is taught in 17 schools."

Cookery is well taught in the Model schools, and in practically all the Convent schools, and is a very popular subject. The pupils, I understand, bring material readily. The pupils,



in many cases, showed much expertness in cooking, and took great interest in the work; this is a very useful branch, and, besides its direct application, gives training in good habits, order, cleanliness, neatness, taste, etc.

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Mr. Coyne observes :—

"Mathematics are being taken up in schools where the staff consists of at least a master and an assistant: fair progress is made."

Mathematics.

Mr. Bartley says :—

"In the classes tested in Euclid and algebra, the progress was fair. Forty-four schools took one or both of those branches."

A very fair course of mathematics is given in the Model schools, Ferrybank boys', and St. Stephen's Monastery, and some other suitable schools. For Euclid, I would like to see a more practical course; and algebra should be early applied to equations.

Typewriting and Shortband are taught in a few schools.

Typewriting.

The special subject most extensively taken up was Irish, namely, in about 70 schools; though this year not nearly so many classes are presented for special fees, owing to the conditions not being considered so favourable as previously, and being more difficult to carry out: this particularly applies to the most Irish speaking localities.

Irish.

Besides examining a large number of classes in Co. Waterford and Co. Wexford, I dealt with a considerable number in several other counties, and had a good opportunity of judging of the amount and value of the work done in this branch.

One conclusion that impressed itself strongly on me, was that far the best work, both in quantity and quality, was done by the school teacher who also taught Irish; several of those school teachers were native speakers from Cork, Kerry, Mayo, etc., so that they were in the best position for enlisting the attention of the pupils. But, even where their Irish was acquired, the school-teachers were much more efficient than extern teachers, though the latter generally came from Irish speaking districts. It is not only that the school teacher has a much better hold over the pupils, who stand more in awe of him, but also that the school-teacher is trained to teach; and as Feasgar Finnóit says, "the trained teacher who makes his subject interesting and suggestive, will do better work with a limited knowledge of Irish, than the unskilled teacher, however profound his knowledge of the language."

Teachers.

Some of the extern teachers, indeed, appeared very slow and feeble at conveying their instruction, and sometimes only succeeded in disheartening, and turning the pupils against Irish, as something difficult and repellent. I could give instances of schools, not far apart, in which the contrast of results was

Dr. J. B.  
SKRIPHTON.

Irish.

most striking; I do not like to mention names, even of the worthy, lest I might seem to pass over others who have also done good work. Perhaps the external teacher depends too exclusively on the direct method, *Δι' Μοῦ Ὀψεᾶς*; but as *Δι' Ὀδοῦν Σεᾶν* p. Mac Enrí says "the most perfect results are got by a combination of the Direct Method with grammatical teaching, to children over nine years of age."

There is another matter that should be adverted to; the teachers and managers are frequently blamed as not pushing this subject sufficiently, while the parents are spoken of as anxious for the language; now the reverse is the fact. I have good reason to believe that the parents generally do not want Irish taught, and, especially in the more Irish parts, the parents are frequently opposed to its being taught; were it indeed left to the wishes of the parents, I fear very few schools would teach Irish: in some places it was admitted that it was taught *against* the wishes of the parents, and in one very Irish locality, the parents refused to buy the required books (O'Growney), and even threatened to burn those books when given gratis to the pupils. I have also learned that Irish speaking parents asked the Inspector to put a stop to this teaching of Irish. Moreover, I have ascertained, from the most Irish speaking localities, in almost every case, though the parents know and use Irish, they do *not* speak it to their children; I had very good evidence of this in examining classes in those Irish districts—while most of the pupils were no better outside of the prescribed book than in English speaking places, yet an odd child would show much better knowledge, speak more fluently and answer on common topics, and, on inquiry, I always found that some relatives took a special interest in the child and in the language, and were themselves educated. Such cases show what could be done were the parents at all anxious on the matter, nay, if they did what might well be called their duty to their children and to the language, for nothing could be prettier than the home-taught Irish of some of those little ones, who generally showed taste and intelligence as well; and the Irish of an *educated* old person is very interesting also.

Many, who take little interest in school Irish, are anxious about the derivations of place names, historical names, etc.; and some, who go beyond school work, have the manuscripts and the old Irish of "Eriu," to engage their attention, with its further peculiarities of grammar, history, folk-lore, etc. Most, who cannot even appreciate the written Irish, are strangely affected by the weird music of its songs, which sounds so well in the mouths of children, and all are taken with the Irish step dancing by the little ones, which, for them, is so graceful and healthful. Hence there are few Irish intellects that do not appreciate some of the various aspects of Irish, and no Irish nature that does not sympathize with that ancient language of some, at least, of their ancestors.

If, however, it is to have due time in the schools, it must displace an equivalent amount of some other work; and also if the teachers are to take it up at examinations, it must displace a part of their present programme, as an alternative, not as an extra; and so, if the colleges are to take it up, their courses must be similarly modified. It may be added that, to allow it due value in the promotion of teachers, the Inspectors should be able to appreciate this teaching. The new Irish Organizers could do much to train teachers in Irish. In the De La Salle College it has long been taught, but as an extra, so that only a fifth of the students present it. Professor Aherne, indeed, was one of the first to bring out conversational *Leabhar Mion-cainte*. Most of the candidates for training from St. Stephen's Monastery School took Irish at the Easter Examination; and this College last year won the half of all the Board's Scholarships in Irish. Co. Waterford has also, in many ways, aided in the revival; some of its teachers have, for years, done good if quiet work; and several well-known Gaels hail from Co. Waterford.

Dr. J. B.  
SKEFFINGTON

J. B. SKEFFINGTON,

*Senior Inspector.*

12th July, 1907.

The Secretaries,

National Education.

Mr. W.  
FENLOW,

BALLYMENA,

July, 1907.

GENTLEMEN,

In accordance with instructions I beg to submit to you a General Report on the schools inspected in this Circuit during the Educational year just ended.

Circuit.

The circuit comprises about two-thirds of the County of Antrim, and the southern portion of the County of Londonderry. The coast line extends from Kilroot to Torr Head, and that is the eastern boundary, the Sperrin and Carratogher Mountains form the western boundary, a line from Cushendun to Kilrea the northern, and one from Carrickfergus to Cookstown, the southern. In the circuit are the important towns of Ballymena and Larne, the smaller towns of Antrim, Randalstown, Ballyclare, Magherafelt, Maghera, Draperstown, and a large number of villages with populations varying from 200 to 600. In both Antrim and Derry agriculture is the main occupation of the people. In Derry the farms are usually small, in Antrim they are much larger. In both counties there is no appearance of absolute poverty. In many of the towns of County Antrim the linen industry flourishes, and the factories give lucrative employment to a considerable portion of the population.

Accommodation.

In most of the schools I visited, the floor space is over 9 square feet per pupil, but owing to low ceilings the cubic space is in many deficient. The buildings as a whole could only be classed as mediocre, and some are bad. Amongst those quite unfit for school purposes are Glendun, Carninny, Killygore, Waterfoot, Connaught-ligger, Keenaught, Knocknagin, Sallybriest, and Tyrgan. There are many others more or less unsuitable, and without playgrounds. The greatest defect is want of separate rooms for the teachers. In the circuit there are 385 schools, and in 134 of them there are two teachers, and only one room. In a number of these schools, too, the attendance is over 50. Movable glazed partitions could easily be erected at small expense, but practically nothing has been done during the past year. Managers were expecting for both vested and non-vested schools liberal government aid, and they consequently postponed making improvements. There are now, however, before the Board a number of applications for aid to build new houses. The Antrim and Derry people display little taste about the school surroundings. Loose papers strewn about the playgrounds are much commoner than flower plots. The playgrounds, where they do exist, are little used, and badly kept. Even the flowers in window boxes frequently present a decaying appearance. Slates have to a great extent been discontinued in all schools, and in many they are not used at all. Sanitation and cleanliness are thus very much improved. Few libraries have yet been established, and there

Premises.

Libraries.

are scarcely any appliances for physical culture except for drill. The walls of some schools are cheerful and bright, and decorated with pictures. It would be an improvement to see them adorned with the work of the children. A small beginning has been made in this direction. There is a large number of unnecessary schools in the circuit, especially in the towns. I have had interviews with managers regarding amalgamation in cases where it was desirable, and admittedly necessary. In no case has any action yet been taken. The following table might give an idea of what could be done by way of amalgamation in towns:—

Mr. W.  
PHELLOW.Amalgama-  
tion.

NAME OF TOWN.	Approximate Population.	No. of Schools to which Aid is Granted.	No. of Composite schools required.
Ballymena, ... ..	11,000	16	4
Larne, ... ..	7,000	7	3
Magherafelt, ... ..	1,600	7	2
Antrim, ... ..	2,000	6	2
Randalstown, ... ..	500	4	2
Maghern, ... ..	500	4	2
Broughshane, ... ..	600	4	2
Carnlough, ... ..	600	4	2
Glennarm, ... ..	1,000	5	2
Castledawson, ... ..	500	4	2
Moneymore, ... ..	500	3	2
Ballyghy, ... ..	500	3	2

It will thus be seen that in the towns I have mentioned there are 67 schools, where 27 with different departments would be sufficient for the attendance. In some country places the need for amalgamation is equally glaring. I give the following examples: Parade, Craigywarren, and Braidjule are not two miles distant from one another. These might be replaced by a single school. They are all under Presbyterian management. Clough and Dunaghy are separated from one another only by the breadth of a country road, both schools are small, and both under Protestant management. They should be united. Groggan, Seymour's Bridge, and Ballydunmaul are from one to two miles distant from one another. One school in a central position would be sufficient. Moorfields and Clatteryknowes are distant from one another a little over a mile, yet it is proposed to build a new school at Moorfields instead of amalgamating the two schools.

The school-rooms are generally pretty well heated. Even on wet days in summer months fires are provided. The teachers have to bear a considerable amount of the expense, and this is unsatisfactory.

Heating.

Mr. W.  
Pudlow.

Under the head of school accommodation, Mr. Hughes writes as follows :—

Accommoda-  
tion.

"The supply of schools in the Section is fully adequate to the requirements. There are cases both in the rural districts and in the towns and villages where a better education could be given were the number of schools reduced." . . . "In many of the present buildings there is not sufficient space for the attendance. Thus over-crowding, together with low ceilings, makes proper ventilation a matter of difficulty and even of danger to the pupils. These low, crowded buildings are in the majority of cases old and dilapidated, and should be replaced by modern roomy structures. An improvement in the premises, too, is badly needed. Too often there is no playground. The out-offices are often badly constructed, built too near the school, and not kept clean. There is one case in which there is no office. The furniture on the whole is improving from year to year. In several schools the old-fashioned and well-worn desks have been replaced by newer and more modern types, larger and better blackboards are in evidence, while the present maps contrast favourably with those in use years ago. There is not, however, that appearance of neatness and brightness about the average National School that one would like to see. There are, of course, isolated cases where the school room is made bright and attractive, where flowers and plants are to be seen in the windows, or growing in plots around the playground. Many of the teachers have introduced facilities for the personal cleanliness of their pupils, such as basin, soap and water, and towel. These are to be seen in many schools, but are not made use of in all, although the children often come with dirty hands and faces. Libraries have not been introduced into many schools. Appliances for physical culture are seldom to be found with the exception of dumbbells in a few Boys' schools, and calisthenic wands in a few Girls' schools."

Mr. Smyth says :—

"The schools are, as a rule, well distributed where not too close together, and in no place have the pupils to come any great distance to attend school. Most of the school buildings are kept in fairly good repair, but in some of the non-vested schools the out-office accommodation is not of a satisfactory character. Some of these non-vested houses have been built to fulfil a double purpose, a school by day, and a place for holding meetings of various kinds in the evenings, and the chief idea, in most cases seems to have been to provide a good assembly hall, and room for meetings; their usefulness for school purposes being apparently a secondary consideration. Most of the schools of the district are without class-room accommodation, and any one who has spent a day in a crowded room where there are three or four teachers trying to instruct pupils at the same time knows how wearing it must be on the teacher's health and temper, and how distracting to the pupils. The heating of the schools is nearly all managed locally. The pupils subscribe, and the teachers supplement. But though fires have always been provided, the school-rooms were not, in many cases, sufficiently or well heated, as a small fire is insufficient to heat a large room. Playgrounds are not numerous or sufficiently large, and very few have any appliances for physical culture."

Teachers.

The teachers are a faithful and thoroughly honest body of workers, who as a rule are never idle in their schools. There are a very few delinquents who probably contemplate retiring soon, or have other objects in view. Old teachers manage rather unskilfully new subjects, and they see no need for preparation. Again and again they have informed me that they know the programme, and those who make such a statement

are usually most ignorant of it. The recently trained teachers set otherwise. They want information, and some have requested me to meet them in conference solely for the purpose of gaining information. Preparation for work is what almost all of them do badly. They cannot understand that half an hour's study for daily work outside of school hours would prevent waste of time, and result in increased efficiency. New methods have been adopted very successfully by young teachers, and in some cases by those approaching the retiring age. Writing from head-lines set on blackboard has been manifestly successful, the grouping of standards is becoming greater day by day, and the new subjects are beginning to become old. There is a taste for reading displayed, and a desire to discuss not only educational works, but standard books of literature. The selection of new books yearly in itself necessitates reading, and gives a taste for it. Some teachers have obtained University degrees, and a number of them have benefited by attendance at Technical Schools. Here not only Irish, but English Educational Journals are purchased and studied.

Mr. W.  
PEDLOW.Preparation  
for work.

Methods.

Mr. Hughes says :—

"The great majority of the teachers are fitted for the important duties they have to perform." "Since the new methods have been introduced the teachers, especially the Principals, have evinced a desire to keep abreast of the times by equipping themselves and their schools so as to carry out the new ideas to a successful issue."

Mr. Smyth says :—

"The great majority of them take a pride in their profession, they have the true interest of their pupils at heart, and are among the most respected members of the localities where they reside. Many of them are students, they have favourite subjects of study, and are all round well informed men."

There is a slow tendency towards increase in regularity of attendance, chiefly due to the fact that school life is now happier and more interesting than formerly, and I may remark what I have noticed in different districts for more than 20 years, that the more efficient the teacher is, the more regular is the attendance. The dread of corporal punishment, which was in bygone times a deterrent, has disappeared. We have now negligence of parents, supposed and real necessity for employment at an early age, a want of knowledge of the benefits of education, as they are not immediate, by a section of the community still semi-illiterate, and an almost complete want of local interest in schools, due to their being almost entirely supported by the State. All these militate against regularity of attendance.

Attendance.

Causes of  
irregularity in  
attendance.

Some schools have declined, not in regularity of attendance, but in numbers, and, in rural localities, through the gradual disappearance of local industries, which machinery and imported goods have supplanted. Senior standards in towns have diminished owing to the establishment of Intermediate

Mr. W.  
Pezlow.  
The  
Compulsory  
Act.

schools. The Compulsory Attendance Act, owing to many flaws in the working of it, and to the inducement it indirectly gives to terminate school life at an early age, is not conferring benefits commensurate with the expenditure involved in enforcing it. In Ballymena, for example, there are 16 schools; according to the latest returns there is an average on Rolls at these schools of 1867.3 and an average attendance of 1324.9 or about 70.9 per cent. of the average on Rolls. There is thus a daily absence of 29 per cent. The pupils who wish to leave school know as well as possible when they are free from compulsory attendance, and they generally manage to terminate their educational career when the School Attendance Officer ceases to have any control over them. The Act is most beneficial in this respect:—that parents know they must between defined limits of age send their children to school or violate the law, and be punished.

School going  
age.

In towns and villages children are sent to school at 3 years of age, when they require to be nursed. They are very troublesome to teachers of schools without infants' departments, and who have not suitable occupations for them. In rural localities the age varies from 3 to 6 or 7 years. Most of the pupils leave school when education commences to be beneficial, and when they obtain promotion to the sixth standard.

Health and  
habits.

Lessons on Health and Habits form portion of the school curriculum, but these lessons might take a practical form. Basins for lavatory purposes, costing only a few pence, are frequently suspended on nails, towels are quite insufficient, ward-robes are small, and garments packed together, and the rooms are not kept at an even temperature. These defects must all be injurious to health, and might be avoided by a little local expenditure. Pressure from the Inspector too often makes the teacher put his hand into his own purse.

Social circum-  
stances.

As regards the social circumstances of the children there is abundant evidence of a struggle for a comfortable existence, no sign of absolute poverty, and little or no sign of luxury.

Eyesight.

Spectacles in schools a number of years ago were almost unknown. Now I should say about 1 per cent. wear them. The eyesight generally is good. I heard a complaint that writing imitations of head-lines set on blackboard was injurious to the eyes, and made inquiries from some teachers, who all repudiated the idea.

Mr. Hughes writes as follows regarding attendance:—

Attendance.

"The attendance at the schools appears to be steady, neither increasing nor diminishing. As this country is in a great degree a tillage one, the services of the children are called on during the busy season of the year to assist in the work of the farms. This tends to make the attendance irregular, and lower than it should be. On comparing the numbers in the junior and senior divisions, a remarkable contrast is



apparent. The children are enrolled at the minimum age, but as soon as they reach the fourth and fifth standards are removed from school, few remaining in the sixth and seventh. The reason for this desertion, just at the age when their education could derive the maximum benefit is, that they are required on the farm, or that they obtain employment in the numerous factories that are dotted over the country, or else leave for business in the adjacent towns. In many of the country schools the children are not as neat and tidy as they ought to be, and, worse still, politeness in manner or speech is not insisted on by the teachers. 'Aye,' or 'No,' is the stock reply to a question, and such niceties as 'Sir,' 'Ms'am,' 'Thank you,' 'If you please,' are considered superfluous. On the other hand, they are generally healthy sturdy children. Weak sight or any such physical defect is seldom to be found."

Mr. W.  
PHELLOW.  
—  
Manners.

Mr. Smyth gives the following table of attendance for schools inspected by him in the Counties of Antrim and Derry :—

Attendance.

COUNTRY.		Percentage of Pupils on Rolls in Average Attendance.				
		Under 50 %	50 % to 60 %	60 % to 70 %	70 % to 80 %	Over 80 %
Antrim, 78 Schools,	...	—	1	38	34	5
Derry, 99 Schools,	...	12	43	34	7	3

Mr. Smyth says :—

"The Compulsory Act is in force throughout the entire district, but the above table shows that, in the part of the district west of the Bann, its effect is very small indeed. There are reasons both for the small schools, and the irregular attendance that prevails over the southern portion of County Derry. Like most other portions of rural Ireland, it has suffered considerably from emigration, and there are some places where, I am informed, the schools were at one time crowded, but are now left almost derelict, for no other reason, but that there are no children now to go to them. The population of South Derry in 1891 was 53,985, and in 1901 it was 50,912. The irregularity of attendance is closely connected with this emigration question, because, now, nearly all the growing boys and girls either go to Belfast or Scotland and England, or they emigrate to America, or some of the colonies. The result is that there are very few labourers to be had to assist the farmers in their farming operations, and they keep any children at home who can be of the slightest assistance to help in the spring and harvest work, or at the turf-cutting season. About 30 years ago also hand-loom weaving was a common cottage industry all over the district, and the weavers could, at busy seasons, leave their looms to help the farmers; but now there is hardly such a thing known in the cottages as a loom, and there is a corresponding dearth of labourers when they are required. These circumstances all have affected the school attendance detrimentally. Pupils come to school at from 3 to 7 years of age. There are not many pupils who remain long after 14 years of age, and the great majority leave as soon as they can get exemption from the operation of the Compulsory Act."

I have been in no circuit where so little politeness is shown, not intentionally, but through pure ignorance of manners.

Manners.

Mr. W. Pantow. Some,—indeed most of the teachers—are both respectful, and polite; there are a few others who, when I enter the schools, remain sitting like statues, and give me a little nod. This is a bad example for monitors. The training of the pupils in this respect is deficient, but I have no doubt, it is improving.

Merit certificates. Merit certificates have been granted during the last 12 months to 24 pupils who had been for a year enrolled in the seventh or a higher standard. If the existence of these certificates were known to business men, and other employers of labour, they would, I think, be much more appreciated and sought for. They should be a much greater inducement to children to remain at school than ordinary prizes. I have reason to believe the number of these certificates granted will be greatly increased.

Proficiency. In schools with two or more teachers the training of infants is improved, and when a knowledge of Kindergarten occupations is more extensively acquired, infant school life will be happier. There are still too many formal lessons, too few games, and too little story-telling. Many of the object lessons are rather uninteresting, consisting chiefly of questions and answers which soon become known by rote. Where there are separate infants' departments the new programme is fully complied with, and the progress generally very good. There is no tendency now in well staffed schools to keep infants three or four years in the infants' class. Promotions are properly made. In a number of schools the Kindergarten equipment is insufficient, or there are no materials for the different gifts at all. In schools under a single teacher, infants have still during a considerable portion of the day to undergo the punishment of keeping quiet.

Reading, Spelling, and Composition. The programme in English has greatly developed the smartness and intelligence of the children; not only are the compositions written with better and more thoughtful ideas, but the children, when questioned in History or on the subject matter of a story book, usually answer cleverly, and in a way sufficient to show that they have taken a real interest in their literature. In the senior standards there is far too little silent reading. When all the reading is aloud, the practice that each child gets is insufficient. I have recommended teachers to divide large senior groups for Reading, and to have one section engaged silently at the History or story-book. Dictation, and the writing out of difficult words, occupy too much time. The enormity of mis-spelling a few difficult words that perhaps the children would never use in speaking or writing, is over-rated.

Arithmetic. Ready thinking has been much developed through the medium of mental arithmetic, to which a few minutes are usually given at the commencement of a lesson. The questions set for practice by the teachers, as a rule involve too much calculation and

are not practical. More attention is, however, given to problems. The work on paper is done too slowly. In very good schools teachers select carefully their questions for demonstration, and explain the different steps taken. In a large number of schools Arithmetic is still treated very mechanically.

Mr. W.  
PENLOW.

Grammar is now taught more practically, and more beneficially. Lists of errors made in speaking and writing are suspended in many schools. One still, however, hears "seen" for "saw," "done" for "did," "them" for "these" or "those," "him" for "I," and so on. The school-room is not yet a place free from ungrammatical English. The home language is very difficult to change, and although common mistakes are corrected again and again, they continue to be repeated. Notwithstanding defects, the children speak more correctly, more freely, and with a much wider vocabulary, than when parsing alone formed the programme in Grammar.

Grammar.

As regards geography, the "Notes for Teachers" are too little studied, and the pupils display a very indifferent knowledge of their own country. I have seen neither models nor relief maps in any school. The text book is too much used, and the habit of learning long lists from it common. In this subject the programme is not carefully adhered to.

Geography.

Excellent progress has been made in singing. It is taught in almost every school. Twenty years ago it was quite uncommon to find it in any, except Convent and Model Schools.

Music.

I regret that elementary science has not occupied a sufficiently prominent place in schools. The instruments show little sign of constant use. The lessons given, judging from the pupils' notes, are insufficient. The compositions are almost word for word the same.

Science.

Drawing is a favourite subject and making rapid progress.

Drawing.

Mr. Hughes writes under the head of proficiency as follows:—

"The proper teaching of infants, in an ordinary National school, under one teacher, presents a most difficult problem to deal with. Masterly inactivity is, in many cases, the only solution tried. The infants are either left severely alone to pass their time in idleness or, worse still, in charge of an unsuitable senior pupil, under whose tuition they acquire all those faults which are to be found in a badly taught school, and which the Principal finds so difficult afterwards to eradicate. The appointment of a Junior Mistress has greatly lessened the number of those single teacher schools, and the evil of a large class of infants being left to idleness or to acquiring bad methods under a senior pupil. In well taught schools where modern methods have been introduced an increase in intelligence in the pupils is very noticeable. They are more alert, more inclined to think, more ready to give an opinion of their own."

Single teacher  
schools.

Mr. W.  
PARKER.

Mr. Smyth says :—

Improvements since  
1900.

"The present programme has been in force for a period of six or seven years. Any one who knows our schools at present and who knew them previous to 1900 will scarcely deny the effects which the programme has had upon them :—(1) It has made the schools brighter and cleaner. Never before in the history of National Education has there been so much attention paid to these very necessary points of keeping the schoolrooms and premises bright and clean and sweet. Schools are now regularly whitewashed, not in name only, but in reality, painting is regularly attended to, floors are now scrubbed that previously knew nothing of soap and water. (2) The manners and conduct of the pupils get far more attention than formerly. They are trained to be smart and obedient to orders by drill exercises rather than by the old and now almost obsolete authority of the cane. (3) The health and cleanliness of the pupils as well as the sanitation of the schools get much more attention now than formerly. (4) What have been called the new subjects, have tended to brighten and enliven and give variety to the former drudgery and monotony of school life, as well as to educate pupils in the proper sense of the word, by drawing out the various faculties of their minds and training the various senses with which human beings are endowed.

"Drawing finds a place in every Time Table, and is a most useful subject, as being the basis of most kinds of technical education, training the hand to work, and the eye to see, and bringing the hand to obey the dictates of the eye."

"Infants now get much better attention than ever they did. The neglect of infants was a blot on our system for a long time. These young children came to our schools with minds alert, and they were required merely to sit quiet, a thing in itself quite contrary to child nature. Previous to 1900 a great many of our pupils made no acquaintance with any literary work except the old Reading Books sanctioned by the Board. Now each pupil has as a rule three distinct Reading books. With this wider range of reading material it is not strange, that pupils are now developing a taste for reading which was little known heretofore. The reading of this district is not as good on the whole as in some other parts of Ireland. It is no uncommon thing now to get as good Composition in third and fourth standard as one would formerly have got from the most advanced pupils of our schools. The impression has got abroad that Arithmetic is not so strong a subject in our schools as it used to be, and that our present pupils would make a poor show if tested as they used to be in Results days. In order to test this, with the consent of the teachers, I have lately given the old Arithmetic Cards used in Results days to corresponding standards now, and I have been agreeably surprised with the result. The pupils got through the questions with much greater despatch than formerly, and did them quite as accurately, and generally by better methods than would have been the case in the best schools in the old days.

"The subjects in which I find teachers most the slaves of books are grammar, geography, arithmetic, and object lessons."

Organization

Teachers are slow to make changes, and too prone to wait for suggestions, instead of taking the initiative themselves. This is especially the case regarding new subjects in schools where Results methods linger. It is a prevailing idea that in a bipartite system one section of the children must be on floor, and another in desks. There is quite too much standing on floor, even when seating accommodation is ample. Too much time is devoted to arithmetic, and too little to reading. Infants are kept much better employed than they were some years ago,

but the want of sufficient Kindergarten materials and other requisites still necessitates a considerable amount of idleness. Promotions of infants are now regularly made, and in reasonable time. They are not kept, as formerly, for years learning to read a little primer. In senior standards the amount of reading done is too little. This refers especially to the History, and Story Book, both suitable for silent work. Other defects are: too much grouping in some subjects, and too little in others, imperfect grouping, and excessive waste of time hearing home lessons. In schools of moderate size children are taken together for music, and for object lessons, when at times they should be divided for the former, and always for the latter. Again, it is common to see three standards grouped for reading and using three different formal Readers. It is a great improvement, however, to find the senior standards, with scarcely an exception, using three books instead of one. It is by no means uncommon to find the first hour of the day spent in hearing home lessons, one half-hour being devoted to the junior section. There is little actual teaching at these home lessons. The occupation of the teacher is questioning, and that of the pupils, answering. With scarcely an exception all the subjects of programme find a place on the Time Tables, and this indicates progress, and a desire to comply as fully as possible with requirements of programme. There is a tendency even where there are two teachers in a small school to leave pupils at particular subjects entirely to themselves. As regards writing, for example, Mr. Hughes makes the following observation:—

Mr. W.  
Pretlow.

Defects.

Writing.

"The teaching of Writing from the Blackboard is advocated in the 'Notes for Teachers.' Many interpret this to mean putting a head-line on the board and telling the class to copy it into their books either with lead pencil or ink. There is no supervision while the pupils are at work, no pointing out on the board to the whole class the common errors made; no attempt made to have the pens held properly, or to have the children sit in correct position. Unless there is this supervision while the pens are in hand, the blackboard method of teaching Writing is vastly inferior to the old style of head-line work."

Mr. Smyth makes the following remarks regarding organization:—

Organization.

"Some of the older teachers are still in favour of small classes, and one finds eight or nine pupils reading in four or five distinct Reading books, and the same with lessons in grammar, geography, arithmetic, etc. One sometimes finds the teacher instructing three or four pupils, and the others working away by themselves. But the teachers are beginning to recognise that there is a great economy of labour in putting three or four of these small groups into one moderate sized class, and teaching them all together. The teacher's work is thus greatly simplified, and real teaching becomes possible where previously there could only be a system of superintendence. It is quite common now for our third standard pupils to be able to read almost any book intelligently, and in such a case it appears to be the sensible thing in a small school to group all pupils who stand together, so that they share the same lessons. In case of well taught schools where reading is good they will thus share the same reading lessons, the same poetry, the same history. In most of the older subjects the

Mr. W.  
Pardow.

tendency is to have too many small classes, in some of the newer subjects the principle of grouping has been carried too far. One sometimes sees a whole school of 40 or 50 children or more, including pupils from 3 years up to 15 or 16, taught the same object lesson, or drill, or singing. In these three subjects the classes are often too large, and contain pupils of such different ages and capacity that the lesson is useless to a large proportion of the class, being either too elementary for the seniors, or too advanced for the juniors."

Monitors and  
Pupil  
Teachers.

There are in the circuit 98 monitors and 6 pupil teachers. With one exception the pupil teachers are all in the Ballymena Model School. I have been present at a number of criticism lessons. The monitorial notes were pretty good, the criticisms scanty. At these lessons I sometimes made criticisms myself and gave them to the teachers. The arrangements for instruction and criticism lessons are faithfully carried out. In no case can I complain of either negligence or un-

Criticism  
Lessons

skilfulness. Recommendations for appointments have not been made by me in any schools that obtained a lower proficiency mark than "Good." With one exception all were "Excellent" or "Very Good." Last year the three year system was not well known. Intermediate pupils had not become familiar with the changes, and the opinion prevailed that a candidate must be a pupil of the school to which recommended. In Ballymena candidates were very few, and I had to accept pupils merely able to qualify. This year I had 11 girls and 5 boys competing for 7 vacancies. Some were thoroughly prepared, and made excellent marks. This indicates that under the new regulations the position of monitor is one much sought for. The instruction of monitors and pupil-teachers is not yet on proper lines. In towns like Ballymena or Larne, and even in much smaller ones, there should be one centre for special instruction, and teachers for each subject of the programme selected. There would thus be a saving of labour, and more efficient instruction. There is a great deal of time and energy wasted in teaching a single monitor, or even two or three on different courses in one school. On this subject Mr. Hughes writes as follows :—

Monitorial  
appointments.

Monitorial  
Instruction.

"It would be a great benefit to the monitors as well as a lightening of the work of instruction to the teachers if, as is done elsewhere, the monitors of a certain locality or town were instructed together for an hour daily. The Criticism Lessons should, however, be given in each monitor's own school. Some difficulty has been found in obtaining a sufficient number of candidates for the three years' course, owing to the fact that pupils leave school so early. Now that the parents are learning that the age limit has been raised, this difficulty will gradually disappear."

Mr. Smyth says :—

"The new arrangement by which monitors will complete their term of service in three years instead of five is, without doubt, an improvement. I have often been told by experienced teachers that the Five Years Programme gave the monitor so little work to do for the first two years, that many of them acquired habits of idleness during the beginning of their course, from which it was impossible to arouse

them when the final struggle was impending. I have heard Criticism Lessons in all the schools that have monitors except three, and I never called at any school and found that the lesson for the day was not prepared and ready. Sometimes the lesson was good, sometimes indifferent, sometimes the teachers' criticisms were most valuable and suggestive, sometimes almost worthless, but in every case the lesson was carried on as arranged on the Time Table."

Mr. W.  
Parlow.

In Belfast some years ago I could only occasionally get boys for monitorship. This year I had one who competed on the three years course, answering 92 per cent., for whom, only for one of my colleagues, I could not have procured a vacancy.

It is gratifying to find that a number of the monitors attend the Technical School in Ballymena.

Optional and extra branches have, to a great extent, disappeared, except in schools aiming at "Very Good" or "Excellent." In these, algebra is taught, and geometry in a few of them. The progress made generally is not sufficient to be of practical utility. This cannot be attributed to laxity or indifference of the teachers. It is owing to the fact that pupils seldom remain long in the sixth standard and scarcely any of them reach the seventh or eighth. Mr. Hughes says:—

Optional and  
extra  
branches

Mathematics

"The only optional subject taken up here is mathematics, more attention being paid to algebra and advanced arithmetic than to geometry and mensuration. Even in algebra little more than the four simple rules and easy equations are attempted."

Mr. Smyth says:—

"A little Irish is taught in about half a dozen of the Derry schools about Maghera and Draperstown, but in scarcely any can it be said to be spoken, so that it is practically taught as a foreign tongue. Most of the larger Boys' and Mixed Schools take up some branch of mathematics, generally algebra. This is taught with very fair success in some of the schools, and in two or three there are fairly large classes that have got as far as quadratic equations in algebra, and the second and third books of Euclid."

There are now no Evening schools in the town of Ballymena. The Technical school has to a great extent rendered their continuance unnecessary. At this school education by specialists can be obtained, more profitable, and more practical, than that given at evening schools under teachers who after a day's toil in large schools are not well fitted for further labour. In Mr. Hughes' section 26 Evening schools were discontinued within the last 6 years, and in Mr. Smyth's section the number has diminished from 30 to 6. The want of attraction, and the cram for examination, were the causes assigned for the failure of night schools under the Results system. The real cause here is, that the majority of teachers are unwilling to discharge the two-fold duty of working by day and by night. It was pressure from managers that made many of them open night

Evening  
schools.

Diminution

Mr. W.  
PEDLOW.

schools. In many cases efficient teachers feared that the strain put upon them would endanger their promotion through decline of their day schools.

No doubt some teachers of exceptional energy and exceptionally good health can conduct evening schools without deterioration in day schools, but I think almost all are afraid to run the risk of letting the latter decline.

Mr. Hughes says, regarding the diminution of night schools :—

“On making inquiries from the teachers as to the cause, I was told that they found it impossible to keep up the attendance through the whole session, interest flagging greatly after Christmas. In addition to this the teachers found the extra work intolerable.”

Mr. Smyth says :—

“In this part of Ireland the number of night schools has dwindled almost to vanishing point.”

I am, Gentlemen,

Your obedient servant,

W. PEDLOW.

The Secretaries.



DUBLIN,

16th July, 1907.

Mr. HEADEN.

GENTLEMEN,

In accordance with your instructions I have the honour of submitting the following general report upon the condition of the schools and the progress of primary education during the past year in Dublin (1) Circuit, of which I am in charge since the 1st April, 1906.

This Circuit differs somewhat in boundaries and extent from the late North Dublin Circuit, known as No. 14. In the City and County of Dublin, the Liffey formed the southern boundary of Circuit 14; Dublin (No. 1) Circuit extends southwards beyond the Liffey through City and County, so as to include 27 schools, with a total average attendance of 3,653·9 pupils, that formerly belonged to the South Dublin Circuit. At the same time, a proportionate number of schools along the northern margin was transferred to other circuits.

The present Circuit is an oblong, bounded on the north by the G. N. Railway from Drogheda to Oldcastle, on the south and west by the M. G. W. Railway from Dublin to Mullingar and thence to Ballywillan, and on the east by the Irish Sea. It includes all North County Dublin, about three-fourths of Meath, and less than half of West Meath. Over this area 373 schools are distributed, 110 of which are within the City boundary. These include 8 Model, 19 Convent, 6 Poor Law Union, and 340 ordinary National Schools.

In the suburban and rural portions of the Circuit the distribution of the schools is suitable and ample on the whole; but overcrowding exists at present at Ballivor Boys' and Girls', Longwood Boys' and Girls', Rathwire Boys' and Girls', St. Mary's Boys' (Raharney), Curraha, Leixlip Boys' and Girls', Blanchardstown, Glenidan, and Collinstown Boys' and Girls'. Mr. Tibbs, in referring to these cases, writes:—

"When funds are available this over-crowding will no doubt be remedied."

And he adds:—

"There is no unnecessary multiplication of schools in the section. The separate Boys', and Girls' Schools at Fraine, Gehanstown, Johnstown, and Girley, have been amalgamated, and those at Donore are to be amalgamated on the 1st July, 1907."

In the city, however, there is considerable congestion in a number of cases, and on the other hand there are some unnecessary schools.

Mr. HEADEN.

Accommodation and Equipment.

With regard to the suitability of the houses and of the furniture and equipment generally, it must be reported as unsatisfactory in a large degree. Insufficient class-room accommodation—none at all in many cases; insufficient desks of faulty design, mostly too long and too high, with walking space between desk and seat so that children when writing are subjected to a strain that is most uncomfortable and conducive to curvature of the spine; absence of all effective facilities for ventilation; old-fashioned grates, wasteful and inefficient—a serious defect considering the difficulty of providing fuel; insanitary out-offices built against the school wall, occasionally without doors to the closets and generally without partitions in the urinal—defects that seriously impede the moral and social progress of the children; these are conditions that singly or in company too frequently confront the inspector in his rounds. The remedy is difficult and slow. Most of the schools having been erected half a century ago or longer, the only remedy in fact is a new building; this is all a question of money, and money is not easy to provide. In this regard, however, I am pleased to report progress on a liberal scale in a number of cases during the year. The excellent new suite of class-rooms, for example, erected at St. Patrick's Schools, Drumcondra, at a cost of £4,000, consisting, along with those of the original house, of eleven spacious and lofty rooms opening at either side of a finely proportioned corridor, 125 feet long, 14 feet high, and 15 feet wide, separated by glazed partitions and furnished with every equipment up to date, was opened for use on the 22nd April, 1907. They provide accommodation for 665 pupils, are unique in structure and design, and reflect the highest credit on all concerned in their erection. At George's Hill, a fine new wing, three stories high, providing seven class-rooms—those on each floor being separated by handsome glazed partitions, with a total superficial floor-space of 4,822 square feet, was erected during the past year at a cost of nearly £4,000, borne by the community, and opened for use on the 1st January, 1907. At King's Inns Street between £1,300 and £1,400 were expended in erecting new out-offices and providing a fine play-ground 96 feet long by 44 feet wide laid down in concrete. And in case of seven or eight schools in the city where over-crowding is excessive and where the buildings and furniture are past repair, the managers are only waiting a grant-in-aid to start at once the erection of suitable houses on modern lines. A large number of managers in the rural division are similarly ready to build as soon as a grant has been made to them. In connexion with this subject Dr. Bateman offers a couple of suggestions of practical worth:—

“Suitable schoolhouses are the chief and pressing need in the North Dublin District, and this is especially the case in Dublin city, where, in several of the buildings, school life is passed under very unfavourable physical conditions. I understand that in the two worst cases, and these are superlatively bad, new school-houses will soon be erected. When they are being furnished, it will be well not to have the

desks of uniform height, but to have them adapted to the height of the children, for if the desks be too high, there is undue straining of the arm, which, in children with weak backs, may lead to spinal curvature. It might be well also to fix for all new schools, a minimum sanitary accommodation, as is done, I understand, by the English Board of Education. It must not, however, be understood that the present sanitary arrangements in the district are generally bad; on the contrary, I consider them, on the whole, good, though the accommodation is not always perhaps quite sufficient. In many cases the school floors are frequently washed, but there are exceptions. Would it not be desirable to subject school-houses, which are habitually crowded, to a thorough disinfection during the holidays?"

Mr. HEADEN.

Though a large number of the school-houses through the Circuit are defective in one or more of the points mentioned above, I am pleased to report that my colleagues and myself are everywhere impressed with the conviction that the general aspect of the school receives more consideration now than formerly. Mr. Tibbs writes of his section, and his remarks apply generally to the whole circuit:—

"The houses and premises are, as a rule, in good order; want of funds for the purpose sometimes prevents the managers from having them painted as frequently as is desirable. For the same reason many of the schools are only washed out about once in twelve months. Still there is a marked improvement in the general appearance of the school-rooms. Greater attention is paid to sweeping and dusting, and to brightening the appearance of the walls by pictures and prints. Mats and scrapers have, in some cases, been provided. The walks in the playgrounds receive more attention; and not so many weeds and nettles are visible in out of the way corners. Flowers are grown at most of the schools, and school garden plots are being successfully cultivated at Oldcastle, Gortloney, and Dunshoughlin."

With regard to school libraries Dr. Bateman writes, "they are becoming more numerous," and Mr. Tibbs states—that there are not many school libraries in his section. I had special charge of 86 schools in the circuit myself during the year, with a gross average attendance of 9,679·3 pupils, and, amongst other statistics which I compiled, I find that 27 of these have school libraries with a total number of 4,143 volumes. I am pleased to note that 16 of these containing 1,504 volumes in the aggregate, have been supplied mainly or wholly by the Corporation of Dublin. The teachers report to me in general that these libraries are largely availed of by the pupils of 4th and higher standards, though one complains of the books supplied by the Corporation that "they are not much used—not being simple enough."

Libraries.

With regard to physical culture I am in agreement with Dr. Bateman, who writes:—

Physical Culture.

"The great majority of the schools have sufficient space for physical exercise. In this connexion, it is much to the credit of the teachers, that they have spent both time and money in acquiring some knowledge of Drill; and have almost without exception in this district introduced it into their schools. Drill, besides its obvious advantages of effecting an improvement in the carriage and deportment of the pupils, develops discipline, teaches the necessity of cooperation, and relieves the strain of mental effort."

Mr. HEADEN.  
Teachers.

In this Circuit, as elsewhere, I find the teachers, as a body, discharging their duties with a devotion and an intelligence that are most commendable. Almost universally they are acquiring the habit of making due preparation for the work of the day, of

"Preparing beforehand a weekly syllabus of work to be done, defining the particular lesson to be taught in each branch, pattern for Drawing, etc."

I am quoting from Mr. Tibbs, who adds :—

"The monthly progress records are also, as a rule, regularly filled in. An increasing number of teachers prepare notes on such of the lessons as are novel to them ; and sequences in Object Lessons is better observed."

I am more especially pleased to note the rapid development of a higher professional tone, the objects, aims, resources, methods, and success of the teacher being everyday more eagerly discussed by him than formerly ; and side by side, the development of a rational independence of character which enables him to pursue his work uninterruptedly and confidently during the Inspector's visit, and thereby to secure for himself more completely the respect of his pupils. I cannot better express my opinion further than in the words of Dr. Bateman :—

"Of the teachers' endeavours to improve themselves in skill with reference to the new subjects and new methods, there can be no doubt. Any one conversant with the schools under the Results system, and who compares their present state with what they were then, cannot fail to notice a striking improvement. There is, to start with, less severity. It is, I think, becoming generally realised, that rudeness of all kinds yields to gentle, patient, and firm treatment, and that 'the love which suffereth long and is kind,' will eventually make the roughest gentle."

I cannot omit from reference here the superior devotion and patient zeal with which the several religious communities throughout the Circuit conduct their large and important schools, or the opportunities they afford their pupils of growing up in habits of order, neatness, and social propriety.

Attendance.

In forty-five of the eighty-six schools inspected by me during the year, the attendance is increasing, in sixteen it is stationary, and in twenty-five it is decreasing. The increase is variously accounted for—"absence of epidemic," "superior teaching," "attractiveness of new school," "active exertion of C.C.," etc. ; "sickness and poverty," "fewer children in locality," and strangest of all, "the Compulsory Act," are the chief causes assigned in those cases where the attendance is decreasing. On the whole the attendance is more regular than in former years ; the discipline, while more efficient is less severe, the subjects are more attractive—manual instruction, drawing, singing, the story Reader, and in the higher

standards, elementary science, have specific charms for the average child and make him love the school. Writing on this point, Dr. Bateman states :—

"Irregularity of attendance is a serious evil ; but it is also a serious matter to compel children to go to unsuitable buildings. Additional complexity results from the fact that these unsuitable buildings are generally in poor localities, where children are, I suppose, not infrequently hungry. Is it not cruel to compel a hungry child to attend an overcrowded school? A particular regard for the peculiar claims and difficulties of child life is now one of the salient points of social reform ; and it is to be hoped that the problem of educating the offspring of vagrants and ne'er-do-wells, so as to give them a fair chance in 'the morning of life,' may be solved without imposing crushing burdens on the community. Providing a scanty mid-day lunch for hungry children, and compelling unruly children, who systematically play truant, to attend Day Industrial Schools, appear, so far, the best suggestions. The Compulsory Attendance Act is, I believe, in force throughout all the urban and several other areas in this section of the Circuit. The difficulties which the Attendance Officers have to face are too well known to need further repetition. In several localities the attendance is gratifyingly regular, and in a few places like Howth, and Raheny, where the local clergy take up the matter strongly, exceptionally high percentages are reached. At Townsend Street Convent, however, the percentage fell as low as 61.7, which is about 6.3 per cent. below the average for Ireland."

Regarding the health of the children I am in agreement with Mr. Tibbs, who writes :—

"The health of the children is, generally speaking, good. Epidemics of measles and other ailments, to which children are particularly exposed, are not uncommon ; but the appearance of the children is by no means delicate ; and they look hardy and well cared. Their eyesight is very good ; very few children wear spectacles or seem to require them."

Reporting of this circuit generally, the efficiency of the schools and the consequent proficiency of the pupils are gratifying. Of the eighty-six schools in my own section I find that six are marked "Excellent," twenty-six are "Very Good," thirty-two are "Good," twenty-two "Fair," and none "Middling" or "Bad." In Mr. Tibbs' section of one hundred and eighty-seven schools, five are "Excellent," thirty-five "Very Good," ninety-seven "Good," forty-three "Fair," seven "Middling," and none "Bad ;" and in Dr. Bateman's section the same satisfactory conditions hold.

The instruction, or I should rather call it, the education of infants, is a matter that receives more intelligent attention in all schools now than heretofore. Object lessons, manual instruction, drawing, action songs, games or drill a couple of times each day, are items in the curriculum of every school at present ; but in one-teacher schools the efficiency with which these several items can be gone through is hampered by the difficulty of the teacher making pieces of himself. And hence the general inferiority in this as well as other respects of the

Mr. HEARDS.

Proficiency.

Infants.

Mr. H VADEN. one-teacher school. Mr. Tibbs, writing as follows, expresses pretty generally our common opinion :—

"The instruction of infants still leaves a good deal to be desired. The instructions given in the 'Notes for Teachers' have not yet been thoroughly mastered or followed sufficiently closely. Reading, for instance, is seldom well taught by means of the blackboard; and not enough reading matter is got through when the children are promoted to primers. In writing and drawing there is some improvement; paper is more generally used. The Time Tables often assign too much time to 'arithmetic,' which consists too largely in copying out a row of figures and too little in working out easy little sums in concrete numbers by means of the ball frame and blackboard. The connection between the different subjects is not, as a rule, properly brought out in the teaching. Object lessons are given with increased regularity; but when, as in small schools, the Junior Division standards are grouped for this, the infants seldom get their fair share of the teacher's questions."

Reading.

My colleagues and myself agree in reporting that in the other and higher standards there is a general improvement in Reading throughout the Circuit. Increased attention is paid to intelligent phrasing, more matter is gone over in the year, and the subject matter, as a rule, is thoroughly made up in all standards. Occasionally, however, I find the teacher questioning on meanings of words and phraseology rather than on subject matter. This to me is always evidence that he has not prepared the lesson thoroughly himself. I must not be mistaken as suggesting that meanings and phraseology are never to be questioned on. It is simply a matter of common sense. When doubt or ignorance exists the language must be explained, but the main point is to train the children to gather information from what they read, and thereby to develop in them a love of reading for the sake of the information gathered. This is never effected by mere verbal criticism.

I have to complain further that many teachers are still without their own Readers. I regard the possession of a Reader, with difficult words and phrases underlined, as well as passages for analysis and dictation, paragraphs phrased here and there, and suitable marginal notes, as complete evidence of preparation in this important subject; and it is the least that should be expected. Dr. Bateman complains that :—

"In a few schools the articulation is indistinct. The indistinctness is sometimes so great that the sense of the passage is completely lost to the listener, but more frequently the consonants are slurred. Every consonant should be enunciated; they are, as it were, what give feature and expression to the words. I suggest that the Reading Lessons be always taken by a member of the recognised staff, for when they are taught by a pupil, much harm results."

Penmanship.

Penmanship is satisfactory on the whole. The universal use of the blackboard has contributed largely to this favourable result. But here again common sense should regulate practice. The great majority of our schools are small, and the teacher when alone, or even when there is a second in the

school, is frequently distracted by other duties when the writing lesson is going on. Under such circumstances he cannot give that time and attention to the subject which is necessary if he endeavours to teach writing exclusively by the black-board. Frequently, in my experience, his practice is to set a headline on the board and then leave the children to copy it as best they can. This places them at a disadvantage compared with the condition under which they write a headline copy with the model beautifully executed and immediately under their eye. The common-sense course in such a case should be to use headline copies, but invariably to teach the right formation of difficult letters, of capitals, and of those that may be badly formed by the children, by aid of the black-board. In the infants' class the early stages of writing should, in all cases, be taught exclusively from the black-board; and at every writing lesson the blackboard should invariably stand in front of the class.

Mr. HEADS.

Composition is also improving generally. The oral composition which is practised directly as such in many schools, and indirectly in object and conversation lessons in all schools, is contributing to this. I find letters more generally correct in form and more neatly written than heretofore, and in a few schools visited, during the month of June, I found most creditable compositions written by the senior standards at the teacher's final examination of his school. There are, however, too many cases in which the subject does not receive systematic handling. The teachers' preparation is inadequate or nil, no sequence is observed in the selection of subjects, and in general the pupils of such schools have no idea of plan or sub-division in writing on a given subject. Dr. Bateman states the point clearly as follows:—

Composition  
and Spelling.

"In written composition, from fourth standard upward, it would be desirable that the subject be taught on some systematic plan. A group or several groups of subjects ought to be sketched out at the beginning of the year and adhered to. One group would be 'Descriptive Objects.' Heads of treatment for one such object ought to be given by the teacher and written out and committed to memory by the pupils; and the same heads should be used for all the remaining objects of the group. Nature study might be the next group. It should be similarly dealt with. If the group treatment became monotonous, letters on ordinary subjects given once a week would introduce an element of freshness and variety."

Spelling in many schools is poor. This I attribute to injudicious use of Dictation. Dictation may be employed for *teaching* purposes or for *testing* purposes. For the former the passage should be assigned the evening before, with a view to its thorough preparation by the pupils, should be questioned on before writing the next morning, and the black-board should be used to show the spelling of the more difficult words. If these precautions are taken the pupils will write the whole passage correctly by their own independent effort, and it is herein the Dictation as a teaching exercise has the advantage

**Mr. HEADEN.** over Transcription, which is the handmaid of drones. Dictation as a *test* is the writing of a passage not previously made up by the pupils. Once in six months is often enough for this exercise, yet it is the usual way in which Dictation is given every week; some teachers foolishly thinking that the way to teach a boy the spelling of a word is to offer him the chance of mis-spelling it first so that he may then be taught how to spell it correctly. If Dictation is properly used for teaching spelling, no error should appear in the copy-book from beginning to end; but I regret to note that in too many cases I find the Dictation copies abounding with mistakes.

**Grammar.** The improvement in Grammar is noticeable in the better written composition. The special teaching consists of analysis and parsing; and in many schools, both are properly dealt with in connexion with the explanation of the reading lesson. The structure of sentences is now well understood by pupils of 4th and higher standards in general.

**Geography.** The teaching and its results are improving in Geography also; but in a number of cases the admirable suggestions in the "Notes for Teachers" do not receive the attention they deserve. This is particularly so in connexion with the junior standards. As Mr. Tibbs puts it:—

"There is need for improvement in the introductory stages, which are often conspicuous by their absence."

In the higher standards, however, I am pleased to note that the commercial, social, and political importance of places, their physical features, routes of travel, including the railway systems of the British Islands, etc., are in many cases well taught and known.

The progress in Arithmetic is perhaps not so marked as it should be. There is progress, however. Mental Arithmetic receives more attention than it used, though the questions occasionally are not of a practical kind and are read from a book instead of being dictated "out of the teacher's head." Notation is more intelligently understood; and pupils are beginning to recognise what are called "Decimals" as identical in form and use with ordinary integers. In the higher standards, however, there is not so much ground covered as under the Results system; but that defect is counterbalanced by the fact that the work is less mechanical now, and that problems involving the use of concrete numbers are given from the first and all through, thus leading to a clearer appreciation of the abstract number, and to the power of intelligently applying it to the solution of other and higher problems in concrete back again. But even this progress is not universal. Mr. Tibbs writes:—

"I often find the pupils able to work quite difficult sums taken from the books and unable to state or work quite easy little problems in concrete numbers dictated to them, or to answer such questions mentally. This subject is, however, receiving more careful attention."



Dr. Bateman suggests the cause and remedy for the existent backwardness in arithmetic in the following terms :—

Mr. HEADEN.

"The answering in arithmetic is frequently disappointing. I feel persuaded that the reason is simply that the subject receives insufficient time; it is getting somewhat crushed out of its former, prominent place by the necessity of providing time in a short school day for the many other subjects which are now obligatory. Each specialist, be he Science inspector, or Organiser of Music, Cookery, or Needlework, naturally looks closely after his or her own subject, and wants ample time at all events to be given to it. Are there any ways by which we may get more time for the important subject of Arithmetic? I think so. An inspection of the Time Tables shows that home lessons still occupy a prominent position on most, one half hour daily being given to them. These home lessons generally consist of poetry, tables, lists of difficult words, lists of towns, etc. The time spent weekly in hearing them seems to be well nigh wasted. Home lessons should be taken in connexion with the subject to which they refer; tables at the time for arithmetic, poetry with the reading lessons, chief towns, and leading commercial and industrial centres with geography. By this simple device, 2½ hours weekly could be gained, or 10 hours monthly."

Singing and Drawing are improving day by day everywhere. While the brilliant achievement of the choirs of our city schools—large and small—at the annual competition under the auspices of the Technical Education Committee of the Corporation of Dublin, renders it a matter of no small difficulty to the expert judges to award the first prize—by the way it was won by the choir of St. Michans' Boys' School, under the able conductorship of Mr. Bernard Hughes, this year—it is extremely gratifying to see the little boys in the most backward parts of the Circuit joining *con amore* in Modulator and Chart exercises and songs and making fair bid to outstrip the little girls in the perception and rendering of tune and time.

Singing and Drawing.

The universal use of the black-board, and the increased confidence of the teacher in using it, are the factors in the progress of Drawing that is everywhere in evidence. In connexion with this branch there are three points I should like to refer to. (1) Personally I regret the complete discontinuance of dotted paper by some teachers. Under judicious direction there is no aid so effective in teaching correct form whether with ruler or free-hand as the dotted copy. No doubt it lends itself to the abuse of children acquiring a habit of drawing lines in pieces, but this can occur only under a careless teacher. (2) I find too there is a confusion of *Free-arm* drawing with *Free-hand* drawing in a great many cases. There are no appliances for *Free-arm* Drawing in our average school, and to expect small children to draw straight lines six or eight inches long *free-hand*, as I frequently find, is expecting too much. If such a line has to be drawn, common sense would suggest the use of a ruler. (3) Finally, as a rule I do not find curves taught on any principle. The direction of a curve at any point is determined by the tangent at that point, and the sweep of a simple curve is therefore best determined by its

Drawing.

Mr. HEADEN. initial and final direction. Again, when vertical and horizontal tangents can be drawn they fix the direction of curves with great definiteness. Principles like these are seldom attended to. The more usual method of fixing the sweep of curves is by three points, with the result that in many schools the curves are full of elbows and without grace or symmetry.

Object  
Lessons

I have to report fair general improvement throughout the Circuit in the matter and method of object lesson teaching. This is the more satisfactory, not alone from the intrinsic value of the teaching in itself—in training the children to observe, in equipping them with the method and the power of getting information for themselves, in the hand-and-eye training which results from the well directed handling, examination and pulling to pieces of the object, and in the language training, for which this kind of teaching is the golden opportunity, but also from the consequently improved intelligence with which the children apply themselves to every other subject of the programme, and more especially to those which require rapid thought, complete attention, and accurate expression, such as mental arithmetic, explanation of reading lessons, etc. Two or three causes operate in those cases where improvement has not been made. These are—faulty method by which the teaching is wholly didactic instead of being mainly heuristic, want of sequence in the succession of lessons given, and inadequate or no preparation on the teacher's part. Of all the lessons given by the inexperienced teacher few require more careful preparation than the object lesson, and in my experience none get less. In such schools object lessons are absolutely worthless; but these schools, I am glad to state, are few, and are becoming fewer every day.

Elementary  
Science.

I have no desire to express myself in pessimistic terms regarding the highly educational branch of Elementary Science. Of the eighty-six schools in my own section during the past year it has been taught in twenty-nine to 2,081 pupils, and the teaching in twenty of those has been good or very good, individual experimental work having been done, as well as full and accurate notes written, by the pupils throughout the year. Withal, however, the present programme makes too heavy a demand on the time and resources of our schools; and, reporting generally of the Circuit, I must state that in consequence, the work achieved is of moderate educational value. Without individual experimental work carefully conducted and accurately recorded the value is practically nil; and it is in the skimping of these details the loss comes in. Notes are frequently written in cases where the experiment had not been made by the pupil; and in some cases the experiment is never made by anyone except the teacher, whose teaching is a *lecture* pure and simple. Again, I find the practical application to the arts and crafts of those principles experimentally established occasionally overlooked. For example, recently in a

school where this branch is efficiently taught the pupils told me there would be no difficulty in pumping water or even mercury from a well 100 feet deep with an ordinary suction pump. I quote from Dr. Bateman regarding this subject in a one-teacher school:—

Mr. HEADEN.

"Bad teaching in Elementary Science is worse than no instruction, it is therefore unwise to require teachers untrained in this subject, or teachers who failed to qualify at the end of an Organiser's course, to introduce the subject. Unless there is an expressed local desire, Elementary Science ought certainly not to be introduced into a one teacher school."

We are in agreement that the organisation of the work in the schools generally shows improvement. In practically all the smaller schools the standards are grouped for all subjects except Arithmetic. Occasionally, however, we find that while the standards are grouped for reading the story and history books, separate literary readers are used by the pupils of each. The advantages of grouping are fully recognised by the teachers; but the distinction of standards based mainly on the progress in Arithmetic is still properly maintained. Yearly promotion from standard to standard is needed to stimulate the pupil and to satisfy the parent; and the teachers of the Circuit are fully aware that unless these yearly promotions, which are determined by their own examination of the school in June, are adequate, a satisfactory merit mark cannot be awarded at their annual or general inspection.

Organisation.

I am pleased to be able to report that the training of the monitors throughout the Circuit is most efficiently attended to. The weekly criticism lessons are given with due formality, and the monitors' teaching notes are well written and carefully supervised. It is therefore but natural that of the twenty-one fifth year monitors of my own section examined for Kings' Scholarships this Easter only one failed, while all the rest passed in either first or second class.

Monitors.

The following Table gives details regarding certain subjects, so far as the eighty-six schools examined by me are concerned; and the figures indicate fairly the proportion for the three hundred and seventy-three schools of the Circuit.

Optional and Extra Subjects.

SUBJECT.	TAUGHT.		SUBJECT.	TAUGHT.	
	IN (No. of Schools.)	TO (No. of Pupils.)		IN (No. of Schools.)	TO (No. of Pupils.)
Cookery	17	1042	Irish	22	2716
Laundry	5	149	History	61	2373
Bookkeeping	27	760	E. Science	29	2081
Mathematics	28	711			

MR. HEADEN.

In addition to the number stated in above Table, Cookery has been taught during the year in sixteen of Dr. Bateman's schools, and in thirty-eight of Mr. Tibbs', making a total for the Circuit of seventy-one schools. This is very gratifying. The rapid spread of this useful branch of education of girls is a healthy sign. The subject is essentially one for the primary school; as indeed all that training which is concerned with the formation of habits of neatness, tidiness, order, and economy, should be seen to when children are young, and not when the growth of years has hardened them in notions and habits that no amount of lecturing at technical schools or elsewhere can enable them to unlearn or discard.

Irish is likely to be taken up in a larger number of schools next year.

Evening  
Schools.

There were nine Evening schools in operation in Dr. Bateman's section during the past year, and of these he reports that seven were conducted "with more or less success." In Mr. Tibbs' section Evening schools were opened last autumn at Multifarnham Boys', Longwood Boys', Gortloney, and Oldcastle Girls' National Schools. Teaching at the first-named was discontinued in November, owing to poor attendance. The average for the session at the other three were, at Longwood 15, at Oldcastle 10, and at Gortloney, 29. At Oldcastle, good, practical instruction was given in Cookery and Dressmaking.

I have the honour to be,

Gentlemen,

Your obedient servant,

W. P. HEADEN,

*Senior Inspector.*

## LONDONDERRY,

June, 1907.

Mr. Ross.

GENTLEMEN,

In pursuance of your instructions I beg to submit a General Report for the year ended June, 1907, upon the schools of the Londonderry Circuit, of which the city of Londonderry is the official centre.

I took charge here on 1st April, 1906. The circuit includes The Circuit. the Inishowen peninsula of Co. Donegal with the portion of that county lying east of a line from Lough Swilly to Lifford. The southern boundary running in a curved line from a little north of Strabane and taking in ten schools in the parish of Donagheady, Co. Tyrone, crosses Co. Londonderry at the Sperrin Mountains, and meets the river Bann some two miles south of Kilrea. Crossing the Bann this boundary line strikes east by north and ends at Torr Head in Antrim taking in the last mentioned county, the baronies of Upper and Lower Dunluce and part of the barony of Carey. The circuit is divided into two sections: the dividing line between these runs nearly north and south and is approximately traced by the river Roe, Sections. though some five or six schools of the eastern section lie on the west bank of this river.

Mr. Bannan has charge of the eastern section since April, 1906. Mr. W. J. Browne had charge of the western section from April, 1906, until 31st August, 1906, when he was succeeded by Mr. W. Kyle. The schools permanently in charge of the senior inspector are the Model Schools in Londonderry, Coleraine, and Ballymoney, together with St. Eugene's Cathedral Convent School and St. Eugene's Boys' and Girls' Schools in the city of Derry. Excluding these there are 183 schools in the western section and 184 in the eastern section.

The schools in the city of Derry are substantial structures, and though none of them are planned in accordance with modern educational ideals, they could for the most part with a little outlay provide satisfactory accommodation. At least four of the city schools are held in hopelessly unsuitable premises; two of these occupy the basements of churches and two others have such structural defects and are so dilapidated that repairs are out of the question. School accommodation.

In the new buildings to replace three of these bad structures it is to be hoped that questions of amalgamation will be considered. During the past year Rt. Rev. Monsigr. McFaul, P.P., completed two superior schools, Waterside Boys' and Girls'. Externally this block of buildings presents an attractive appearance while internally the class-room arrangements are in conformity with modern educational requirements. The prevailing defects in the city schools are the undue size of the main rooms and the inadequate size and unsuitable furniture

Mr. Ross.

of the class-rooms. A movement has begun in the past year towards remedying these defects: two schools have been divided by glazed partitions into rooms of more adequate size, and there is reason to hope that the example recently set by the Commissioners in dividing the main rooms at the Model School into serviceable class-rooms will have a good effect.

Taking the circuit as a whole, adequate floor space is provided for the attendance, and except in one or two instances in the city congested attendance is practically unknown.

Many of the rural school houses of the circuit are of the very humblest type and compare very unfavourably in style and surroundings with the newly erected cottages for labourers. These mean buildings have far reaching ill effects: they lower the social position of the teacher, and, by rendering education of little account in the eyes of ignorant parents, they tend to foster deplorable carelessness in the matter of school attendance. North Antrim in particular has a large proportion of these inferior school buildings, but in several instances in that locality matters are in progress towards the provision of improved accommodation.

On the question of school accommodation Mr. Bannan observes:—

Unnecessary schools.

“The most striking fact in connection with the question of school accommodation in this section is the excessive number of schools. In almost every part of the section the schools have been multiplied beyond any reasonable necessity. The excess does not arise as elsewhere from a preponderance of the double school type—there are only twelve such pairs of schools in the section—and but to a comparatively small extent from the desire of each denomination to control its own schools. Admitting the principle of denominationalism to its fullest extent, the educational wants of the population of the section could probably be fully supplied by one-third or one-fourth less than the number of schools at present recognised. Some slight progress has been made during the year in the direction of diminishing the number of small schools which are plainly unnecessary. Grants have been withdrawn from Wesley Place (Ballymoney), Tergoland, Drumachose, and Cooleyrammer Schools, and Moranagher Boys' and Girls' have been amalgamated. Lismoyle Boys' and Girls' will be amalgamated immediately, and in two or three other cases preliminary steps have been taken towards the erection of new buildings, each of which will supersede two or more existing schools.

“Nearly all the school buildings are kept in good or in fairly good repair. The average rural schoolhouse is not attractive in appearance either externally or internally. In a large number of cases the ceilings are low, and the ventilation is consequently imperfect; the windows are too low and too small; the furniture is of a rough, antiquated type, and the supply of maps, blackboards, and other teaching appliances is meagre. In a few cases the schools are unprovided with out-offices; in a much larger number these structures are of a very unsatisfactory character. They are frequently too close to the main building, and in many mixed schools there is no proper separation between the approaches to the boys' and girls' offices.

“I have been surprised to meet with a number of cases in which the teachers considered the demands of cleanliness satisfied by the sweeping of the schoolroom two or three times a week, but I am glad to note that these cases are few, and that as a rule the schoolrooms are kept clean and neat. Occasionally, however, one is forced to

suggest the desirability of the equivalent to a 'spring cleaning.' Nearly all the schools are now provided with some form of lavatory arrangements. As a rule, the schoolrooms are sufficiently heated in winter, but I have met with instances of the absence of fires in very severe weather, and in one case of a school with two teachers the classroom could not be used during the winter, as the local resources were taxed to the utmost in supplying fuel sufficient for one fire."

Mr. Ross.

In regard to school accommodation Mr. Kyle reports:—

"In the mountainous districts there are, as is unavoidable, a few families who live at a considerable distance from the nearest school, but, on the whole, the section is well supplied with conveniently-situated schools. There are, indeed, a few localities where the number is unnecessarily large, resulting not only in needless expense but in loss of educational efficiency. Such schools, being small, suffer from frequent changes of teacher or still more from the permanent incubus of a bad teacher; discipline is relaxed, and the diminutive classes deprive the children of the stimulus of emulation.

"In the great majority of schools the floor space is sufficient or ample—sometimes superabundant.

"Of the houses, regarding them as the abodes of teachers and children for several hours per day, about 20 must be classed as unsatisfactory from their situation, their state of repair, or their inadequate provision for light and ventilation.

"Desk space is usually provided for about half the pupils that the school could accommodate. In many rural schools this means that the whole or the great majority of those in actual attendance could be constantly seated in the desks. It is the exception to find desks graduated in height, and except in infant schools or infant departments infants are seldom provided with suitable desk accommodation. There is almost always a supply of the essential maps. Where singing is taught one generally finds a modulator, but not always music charts.

"The supply of blackboards is generally small, having regard to the use that might be made of them, but very often more than sufficient for the uses to which they are actually applied.

"I have found the majority of the schoolrooms kept clean and tidy, though it must be said that the exceptions were unexpectedly numerous. The floor is generally brushed regularly, but too often this is improperly postponed till the morning; it is also washed as a rule at least two or three times every year. I have been astonished, however, to meet with cases where no such washing has taken place during the occupancy of the present teacher—in one case exceeding 25 years. Dirty windows, dusty tablets, untidy tables and presses, while not common, are less of a rarity than they should be. On the other hand, one recalls with pleasure the considerable number of rooms in which not alone is there a complete absence of all that might offend the eye, but prints or pictures on the walls and flowers in the windows give a bright and tasteful appearance. In rural schools flowers are grown in a few of the plots, and a beginning is being made in some more.

"Personal cleanliness of the pupils is usually attended to so far as to insist upon their coming to school clean in the morning. A basin, a towel, and soap are also not uncommon, but so far as I have observed they are seldom used."

The undue multiplication of schools referred to by my colleagues is a deplorable educational evil in rural localities, but in such areas there is at least some show of excuse for their existence on the ground that younger children should not be obliged to walk long distances to the nearest school. In passing it may just be mentioned that it is surprising, when the

Unnecessary schools.

Mr. Ross.

denominational interest is at work, the calls in the way of walking long distances that are made upon young children, and the wonderfully loyal endurance shown by the children in responding to such calls.

In this circuit however, as elsewhere in Ulster, it is in the towns and villages or in their immediate vicinity that undue multiplication of schools has assumed its most injurious and wholly indefensible form. It is hardly necessary to specify instances of this grave abuse. There is scarcely a town or village that I have visited in the circuit where education would not distinctly advance if managers could be persuaded to come to some practicable working arrangement by which a fairly large and reasonably well equipped and adequately staffed school would supersede two or more small struggling schools. This reform could be effected without even approaching the thorny question of denominationalism as between Catholics and Protestants.

School gardens.

The sites of the schools are seldom of a character to facilitate the establishment of school gardens or garden plots. I have met with only some ten instances of well kept garden plots; but the practice of window gardening is extending and likely to extend, as well kept plants in pots or in ornamental boxes greatly enhance the attractiveness of a schoolroom. In some instances these plants are availed of for giving object lessons. In this connection I have widely recommended the introduction of a hyacinth in a clear glass vase—in flower they are quite ornamental—and they afford material for an admirable object lesson on the growth of plants.

Heating.

In the city, and in urban localities generally, coal is the fuel in use and the schools are adequately heated and fires lighted sufficiently early in the morning. The rural schools are largely, and in some localities, as Inishowen and North Antrim, solely, dependent on peat. The almost universal practice of storing this fuel in the porch, or worse still, within the room, is very unsightly. Peat also is slow in heating up the rooms so that in the forenoon hours the rural school compares very unfavourably with the urban school from the point of view of comfort. The absence of porches in a few of the oldest rural schools is another source of discomfort, as the pupils are thus obliged to remain for lengthened periods exposed to draughts. Again, most of the older schools of larger size have only one fire-place, and this is usually situated in one of the gables; so that a considerable proportion of the children have only their sense of sight to assure them of the presence of a fire. In schools of the character just referred to children suffer grievous hardship when, as so often happens, they arrive at school drenched with rain. It is an accepted physiological fact that "every ounce of nutriment needlessly expended for the maintenance of temperature is so much deducted from the nutriment going to build



up the frame." Hence this combination of rain-soaked clothing and rooms that in the morning hours, at least, are inadequately heated, must have very bad effects on the physical development of large numbers of pupils. Cleanliness of the rooms is receiving increased attention, and wire mats to assist in keeping the floors clean have been largely recommended and are coming into pretty general use.

Physical Drill is carried out with more or less success in all schools, but comparatively few are provided with elementary appliances for physical culture: those in use are dumb-bells or bar-bells: sometimes sets of both these appliances are found in the same school. I have not seen Indian clubs in use in any school in the circuit.

The factor that above all others makes for the success or lack of success of the school is the teacher. No accumulation of adverse circumstances can render the work of a born teacher unsuccessful. I have before my mind the case of a school that as a building has almost every possible defect, nevertheless, the Principal and Assistant by thoroughly sound work, based upon careful and unremitting preparation, have overcome all disadvantages, and the instruction and training I have not found surpassed and indeed seldom equalled, in the most favourably circumstanced schools. The teachers of the circuit as a body are giving very faithful service. Many show themselves eminently qualified for their professional work both as teachers and school-keepers. Large numbers are contending against heavy odds arising from irregular attendance, cheerless depressing surroundings, poor accommodation, and meagre equipment; yet—not uncomplainingly it may be—still with an endurance that commands respect they struggle on, evincing an honest interest in the welfare of their pupils and an eagerness to adopt suggestions from the inspector for the improvement of their work. Of course in such a large area including widely differing conditions of life and unequal opportunities for improvement, and for assistance in study, very varying degrees of acquirement and efficiency must be found among such a large body as the teachers; but what mainly differentiate the successful and unsuccessful teachers are earnestness of purpose and preparation for work: such preparation should of course include the study of good manuals of method, while a thorough acquaintance with the suggestions in the Notes for Teachers would also be most helpful. Small note books with the work prepared and dated for each day are coming into use pretty extensively. Teachers are beginning to realise that this gives definiteness and aim to their work; that they will thus come to school with a clear conception as to what they are going to teach and how they are going to treat it, and that at the close of the day they will have the satisfactory feeling that arises from "something attempted something done." Teachers who have fallen in with this plan assure me that by its adoption the interest of their work is greatly increased and its worry

Mr. Ross

The teachers

Mr. Ross.  
New  
programme.

considerably lightened. The merits of the new programme and new methods—alike in their freedom and their demand for intelligently directed effort are establishing their popularity among a steadily growing body of the teachers. I take this to be the most hopeful omen of their ultimate success. Under this system and these methods there is a chance in our schools for the brighter boy or girl such as never existed under the results system, and hence the clamant necessity for some provision under which such natural gifts might become a national asset. Some system of bursaries should be established enabling the poor man's genuinely gifted child to go forward as his bent might lie, either to the highest technical training, or the best culture of the University.

Teachers

Mr. Kyle has a high opinion of the merits of the teachers, especially the principals of the city schools. He observes:—

"Of the teachers generally I have formed the opinion that by their attainments and their natural or acquired aptitude for imparting instruction the great majority are fit for their position. There are, however, a few who can only be regarded as misfits, and whose continuance in the service is neither for the credit of the profession, for their own comfort or for the good of the rising generation. I am unable to say to what extent systematic reading, whether on general or professional subjects prevails. The impression gained is that it is not very common—that many, especially in the solitude of the country, yield with a too fatal facility to the deadening influence of routine, and losing the learner's attitude and freshness of mind, lose also an all-important requisite of the successful teacher. From this point of view the years immediately after training are a critical period, and it were much to be wished that young men and women should feel on passing the final examination as King's scholars that they have done no more than lay the foundation of an education."

Mr. Bannan concurs in the opinion already expressed in this report as to the merits and qualifications of the teachers.

Attendance.

The total available pupils over the rural areas of the circuit show on the whole a falling tendency consequent on the diminishing population. I have communicated with the Secretaries of several School Attendance Committees and they have been good enough to supply me with some figures showing the effects of compulsion in the areas under the jurisdiction of their committees. There is a unanimous opinion among these Attendance Committees that the existing law is not sufficiently stringent.

One Secretary writes:—"My committee consider there is too much preliminary work before an effective prosecution can be brought. They consider also that the costs of obtaining an order should be borne by the defaulting parent, and that in repeated cases of neglect there should be power to impose heavier penalties."

The percentage of average attendance to average on Rolls in the County Borough of Derry was 74.8 for the year ended December, 1906: for the previous year it was 77. The falling off in attendance for year 1906 is attributed to the prevalence

of measles during that year. This Committee administers the Act with much vigilance, and the attendance appears to be better than that of any similar area in Ireland: still 25 per cent. of those on Rolls admittedly absent every day leaves much room for improvement. In Londonderry No. 1 Rural District the centesimal proportion of attendance to number on Rolls is 69; considerably higher than the average for the whole of Ireland. This Committee claims to have been able to put a stop to the hiring out as agricultural labourers of children under 14 years of age, a monstrous practice which prevails largely in the Inishowen peninsula of Donegal.

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According to the statistics furnished by the Secretary for the Ballymoney Rural District the total attendance in the area administered by his committee has increased about 8 per cent. since compulsion came into force. This gentleman who is also Secretary for the Ballymoney Urban District states, what I believe to be a pretty general experience, that the cases of offending parents fall largely under two heads:—Careless ignorant parents in the rural areas, and vicious drunken parents in the urban areas. Both classes of defaulters require to be much more sharply dealt with.

The attendance in Coleraine Urban District shows that 72 per cent. of those on Rolls were in attendance for the year ended December, 1906: before the introduction of compulsion the corresponding attendance was 65. In Coleraine Rural District the centesimal proportion of attendance to numbers on Rolls before the introduction of compulsion was 57; for the year ended December, 1906, it was 70.1. In this area an epidemic of measles during the last six months of 1906 had an adverse effect on the attendance.

There is I believe no manner of doubt that for the areas enforcing compulsion in this circuit, low as the percentage of attendance is, matters would be immeasurably worse if no compulsion existed.

The enforcement of the Act, in rural areas at least, goes far to secure that all children within the limits of age are on the Rolls of some school.

Statistics of much higher value in regard to compulsion would be available if the pupils between 6 and 14 years of age were kept apart in the Roll Books and Report Books of the schools.

Mr. Kyle finds in regard to attendance that:—

“Many schools are liable to periodical fluctuations with considerable change in the personnel of the pupils, on account of half-yearly migrations of labourers; while in the poor districts of Inishowen the children who ought to form the upper standards are hired out by their parents to farmers at a distance for the summer, and attend school only for a short period each winter. In the latter season bad roads, scanty clothing, and inclement weather combine to prevent many of the juniors from attending, so that in effect teachers in these districts have to deal with two sets of pupils.”

Mr. Ross.

The age of admission varies widely with varying circumstances. In working class localities in the urban districts pupils come to school as early as the limit of 3 years will permit. The average age of admission over the circuit is probably between 4 and 5. Mr. Bannan is strongly of opinion that in schools other than infant schools, or those with infant departments, children should not be admitted until they reach their sixth year.

Mr. Kyle finds the age of leaving school in this circuit to be very low, and in striking contrast with his experience in south-west Cork.

Teaching of  
infants.

There are twelve infants' schools and 19 infants' departments in this circuit. I have visited practically all these, and all are doing work that may be classed as at least good, though in no single instance could the accommodation be described as satisfactory, owing to the lack of class-rooms and the total absence of properly equipped rooms for babies.

In some of the larger schools and departments this absence of class-rooms necessitates several teachers being simultaneously at work in the same room, a bad arrangement in any school, but an insuperable barrier to full success in an infants' school. The most obvious fault that I have had to notice in the training of the infants is the tendency to repeat orders indefinitely, and to give little heed to the character of the obedience rendered to such orders; whereas, the practice should be few orders and these simple, well defined, and followed by a tactful but firm insistence upon absolute and complete obedience. Story-telling, the most attractive and most profitable of all forms of occupation for very young children, is gradually commending itself to the commonsense of the teachers of infants. By story-telling and by improved methods generally a promising start has been made in the training of infants in oral English. In a word the children are now beginning to receive more or less training in correct and clear speech: in this circuit we are as yet, in my opinion, only in the initial stages of this reform, and I could hardly class it yet as more than praiseworthy intentions inadequately fulfilled. In no department of teaching is preparation more absolutely necessary for successful instruction than in dealing with infants. In this connection I have frequently to urge the importance of consulting special works in method and familiarity with the suggestions in the Notes.

Apart from the important question of preparation the chief points in which I have found it necessary to offer suggestions to the teachers of infant schools and infant departments have been oral English; proper position of the pupils in desks at writing and correct hold of pen or pencil; the earlier introduction of paper at writing and drawing lessons and the more skilful use of the blackboard at these lessons; also more intelligent methods in introducing early ideas of numbers,

In most of the ordinary schools without infant departments the training and instruction that I have observed in the past year still leave much to be desired. The appointment of Junior Assistant Mistresses has done something in a large number of schools to raise this department of the work from its former deplorable condition, yet this step forward has not had the success it merited owing to local remissness in supplying the schools with suitable appliances for providing infants with occupations. The almost total absence of class-rooms and the faulty structure of the desks in ordinary schools are also great impediments in the way of successful infant instruction and training.

Mr. Kyle sees great room for improvement in the treatment of infants in the generality of the schools he has inspected especially one teacher schools. Usually in such schools the infants are put in charge of a succession of senior pupils whose services are rather those of a peacc officer than an instructor. He adds :—

“Reading tablets are gradually being discarded in favour of the blackboard, and though crude and unskilful attempts are not infrequent, a few teachers have already developed creditable skill in its use. It is being recognised that in teaching a child to read its native language what has to be done is to make familiar to the eye what is already familiar to the ear: that there should therefore be a close connection between oral expression and reading, hence that the child may be led to form the sentence which is afterwards printed before him. By thus making him a partner in the conduct of the lesson his instinctive love of doing something is utilised and gratified, his interested attention is secured, and the rate of progress is a revelation to those accustomed to the dreary drip of a, n, an; o, z, oz. I have not found much done except in infants' departments and a few large schools for the training of the hand and the eye, little beyond writing and drawing being attempted, and these only in a somewhat perfunctory fashion and on slates. In the great majority of the schools it is practically impossible to provide a succession of varied occupations with short lesson periods and frequent intermissions.”

Mr. Bannan considers that few Junior Assistant Mistresses are equal to the duty demanding so much skill as training and teaching infants successfully; he finds, except in infant schools and infant departments that this portion of our educational work seldom rises to a satisfactory standard.

Such instances of defective eyesight of pupils as have come under our notice have been quite exceptional and do not call for special remark.

Owing mainly to the general introduction of story readers and books of general interest, Reading is advancing in fluency and intelligence, though over most of the circuit, but especially in North Antrim, training in distinct audible speech requires vigilant attention, and here one might paraphrase with some aptness an extract from Milton's tract on education :—  
“We Ulstermen, being far northerly, do not open our mouths in the cold air, but are observed by all other Irishmen to speak

Mr. Ross.

Eyesight

General  
proficiency  
English  
(Oral).

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exceeding close and inward." Much however can be done in the schools to overcome this tendency. Within the past year I have met several instances of schools drawing their pupils from the same village, or from closely neighbouring school districts; in the one set, speech was mere indistinct mumbling; in the other it was clear, audible, and distinct, while every word could be caught without the slightest straining of attention.

English  
(Written)

A fundamental defect that had hitherto characterized the teaching of English was the failure more or less complete to give the children a good working vocabulary. Much attention was given to the spelling of a word, none to its application. This I think has been combated with some measure of success by myself and my colleagues in the past year. Practice in the application of words should begin at the earliest stage of school life, and should be persistently followed up in all standards. Again, nearly every branch of the school programme can be availed of to train the pupils in expressing themselves in clear, distinct, intelligent statements. This practice paves the way for successful teaching of written English. The last mentioned subject has, in my experience, made more of an upward move recently than oral English. At least three written exercises weekly in composition from fourth standard upwards is the amount we are aiming at in the circuit. The correction of written exercises is now receiving more effective attention than formerly, though the best results from this are often lost through the teachers failing to insist upon adequate subsequent revision by the pupils of the errors committed. The defective grammar and faulty forms of expression occurring in these efforts at written English should be used—without of course identifying those who blundered—for the purpose of grammatical instruction. These errors, a natural product, afford much more profitable and practical lessons than the artificial errors manufactured by the compilers of text books on grammar. A weekly blackboard exercise devoted to the revision of errors of the character referred to, forms in my opinion a valuable training for the pupils. While, as has just been stated, all subjects in the programme may be utilized in training the pupils in the correct use of oral English, none affords greater opportunities towards this end than arithmetic. I am glad to be able to note at least a dawning realization of the possibilities in this direction of well taught arithmetic. At all blackboard demonstrations the pupils should be called upon to state clearly how each step in the work is arrived at; mental exercises should be frequently dealt with in a similar way; where this is overlooked and the pupils are never called upon to state how their answer was obtained some of the chief educational values of this exercise are lost. Again, pupils working exercises in any particular rule in arithmetic should be called upon in turn with the books open before them to describe how each of a number of exercises should be worked, the blackboard being at hand for necessary illustration or elucidation of the steps in the processes.

Arithmetic.

The chief defects that I have observed in the teaching of arithmetic during the past year have been the absence of intelligent instruction in notation in standards I. and II.; failure to connect mental work and written exercises in these earlier standards; insufficient resort to easy problems, and in the higher standards inadequate or unskilful use of the blackboard. My colleagues find that arithmetic in the lower standards shows improvement, and that in the upper standards mechanical calculation is, as a rule, reasonably quick and accurate.

Mr. Ross

The instruction in geography, except in the case of a school here and there, under a teacher of pronounced ability, still follows too closely the lines of the old results programme. The suggestions in the "Notes for Teachers" are too often ignored. An examination of the Progress Record combined with presence at a geography lesson in almost any school will amply prove this. A chief difficulty appears to be to arrive at a well thought out scheme planning the portion of the subject that should be dealt with each month of the educational year. I have for some time been considering such a scheme dealing with Ireland, and treating the subject on the lines suggested in the "Notes"; also connecting the instruction with suitable exercises in composition. If the homeland were successfully dealt with other countries could be taken up on the same lines, but, of course, with much less detail. I have submitted this syllabus to some of my most experienced and successful teachers, and have invited their criticisms and co-operation. Though a fairly adequate equipment of ordinary maps is found in most schools, physical maps are scarce, and relief maps non-existent.

Geography.

Freehand drawing is now taught in all the schools. The merit of the instruction as a rule varies between fair and good. Its chief defects are too late introduction of paper; the use of dotted paper beyond first standard; want of variety and of progressive advance in difficulty in the exercises; also too free use of the rubber. Blackboard teaching is extending in this branch. In a few schools mechanical drawing is successfully attempted.

Drawing.

In needlework we find that collective teaching by demonstration lessons is not sufficiently attended to. Under the present system of inspection the use of "pieces" of sufficient size to show the work of a pupil for a considerable period is an absolute necessity.

Needlework.

Singing is a popular subject in which good work is done.

Singing.

The giving of a successful object lesson calls for peculiar ability on the part of the teacher. Unhappily the burden of giving these lessons in our schools frequently falls on the shoulders least able to bear it. Junior assistant mistresses

Object lessons.

Mr. Ross. possessing attainments barely equal to those of a sixth standard pupil, and with their own powers of observation largely undeveloped are not competent to exhibit object lesson teaching in its most attractive form. Yet by preparation beforehand the majority meet with reasonable success, and I have frequently heard good lessons given by these teachers. Speaking generally the object lessons that I have heard in the past year, no matter by whom given, seldom showed either in matter or in style sufficient appreciation of the excellent suggestions given in the "Notes for Teachers."

Elementary  
Sciences.

A considerable proportion of the schools have received equipment grants for science, and in these work is done that ranges from fair to excellent. The schools doing the best work are mostly those in Derry city and in the larger towns. I am glad to be able to record that some of the girls' schools are conspicuously successful in this branch.

I am strongly of opinion that a most popular and completely successful course of experimental lessons could be introduced in large numbers of the rural schools if a small grant of apparatus were made to suitable schools. The course of experiments should be so planned as to have a direct bearing upon the constituents and productions of soils.

In Ireland the vast bulk of our schoolboys will ultimately engage in agricultural pursuits, and they would be likely to take a more intelligent interest in their life's work if during their school days their minds had been directed to the consideration of interesting scientific facts upon which agricultural operations should be based.

Organization.

The practice of grouping standards which until recently was confined to object lessons, drawing, singing, and manual instruction, has considerably extended as its merits have become more generally recognised. In many small one teacher schools I have found it necessary to show the organization best adapted to grouping, doing away with draft teaching, and introducing arrangements by which all the pupils are seated and under effective supervision when at work. A great field of usefulness is open in this way for a staff of organizers. In the less satisfactory schools we observe a tendency during the instruction of groups to keep the teaching on a level fitted to the lowest standard of the group to the disadvantage of the more advanced children.

Monitors.

The instruction of the monitors in their prescribed programme and the supervision of their studies continue to receive adequate attention. Criticism lessons are now given regularly. The notes are fairly well drawn up by the monitors—though I should like to see more evidence of thought and individuality in most of these efforts. Their supervision by the teacher is usually adequate. Not only several lessons of this character at which I have been present, but also the practical tests in teaching of pupil teachers and fifth year monitors have



given me a favourable impression of the work that these lessons Mr Ross.  
 are accomplishing. I have recommended the pupil teachers  
 and monitors in drawing up their notes to keep clearly before  
 them the aim of each lesson, and teachers and monitors have  
 been asked to consider at the close of each lesson how far its  
 aim has been achieved. In one large school I found that the  
 character of the criticism lesson, and the method of procedure  
 at its delivery were absurdly misunderstood, but at a more  
 recent visit a better appreciation of this duty was shown.

During the year ended June, 1906, pupils were presented to Special  
branches.  
 me for examination in mathematics in 8 schools of this circuit :  
 3 schools also presented pupils in French and 3 in Latin. These  
 schools were all of superior type, and the instruction in these  
 special branches was sound and successful. These branches  
 are still taught in the schools referred to though payment is no  
 longer obtainable.

In nearly all two teacher schools under a master, something  
 was attempted in mathematics, usually algebra, with the  
 pupils of Vth. and VIth. standards; in a few of these it has  
 been given up, where experience proved that the pupils could  
 be more beneficially employed at obligatory branches.

I have had opportunities now extending over several years  
 of forming an opinion as to the character of the teaching of  
 geometry in our Irish National schools generally, and I regret  
 to say that I am not favourably impressed. To find large  
 numbers of boys at least 18 years of age supposed to be speci-  
 ally prepared in a short and well defined course who not only  
 flounder hopelessly over the most obvious deductions, but many  
 of whom prove utterly incapable of following the reasoning of  
 an ordinary proposition out of a text book of Euclid, does not  
 speak well for the teaching of this branch.

Mr. Bannan has only one evening school in his section. Evening  
schools.  
 Mr. Kyle has eighteen such schools. Several of these eighteen  
 were mixed schools attended by young men and young women  
 in large numbers, whose early education had been so neglected  
 that they were much in need of instruction in elementary  
 branches.

I am, Gentlemen,

Your obedient servant,

J. Ross.

*Senior Inspector.*

GALWAY,

Mr. DALTON.

1st July, 1907.

GENTLEMEN,

In accordance with your instructions I beg to submit to you a General Report on the schools of this circuit for the year ending on the 30th ulto.

The Circuit.

The circuit covers practically the whole of the County Galway, and it stretches besides into three of the adjacent counties—Clare, Roscommon, and Mayo. But it has so little to do with these in comparison to the home county that, in fact almost as much as in name, it may be regarded as, strictly, the Galway circuit; and I may legitimately, for the purpose of this report, use the two terms, circuit and county, as if they were interchangeable.

The County.

In superficial extent the County Galway might make two or three counties of ordinary size. It has, for example, seven times the acreage of the County Dublin, three and a half times the acreage of Westmeath, and two and a half times the acreage of Limerick—the latter coming near to being, in point of size, an exact arithmetical average for all the Irish counties. From Clifden to Ballinasloe it stretches upwards of 90 miles, across the country: that is, a distance which makes up practically half the width of Ireland. Nor is Clifden its proper terminus on the western side; for the county sends projections some 12 or 15 miles farther on to Cleggan and Renvyle; and, farther still, it has insular fragments of territory scattered along the coast in irregular fashion, and backed by the Boinn group of islands standing well out in the Atlantic Ocean.

Connemara

The western side of the county is marked off broadly from the middle and eastern divisions by many distinctive and interesting characteristics; but, throughout extensive portions of it, population is sparse, and schools are few and far apart. Studded over with lakes and lakelets, that spread in sparkling profusion under the shadows of its mountains, and are picturesquely framed by the heathery carpeting of its ample ranges of moorland, central Connemara is the favoured resort of the angler, the sportsman, and the tourist in search of attractive scenery. But sustenance for human beings is not to be extracted from bare rock and heath; and the inhabitants, therefore, desert the interior wastes and settle along the sea-shore, huddling themselves together in clusters of rude little habitations that vie with one another in the repellent attributes of destitution and wretchedness. Here they live an amphibious sort of life—practising, by starts, a negligent and precarious species of husbandry on their refractory patches of ground, and, in the intervals, either gathering the

weedy growths that fringe the low-reefed shore or fishing the shallow bays and creeks by which the coast is everywhere indented. Mr. DALTON.

Following the population, the schools of the western side of the county are nearly all located along the sea margin. A goodly proportion of them are scattered among the islands off the coast. Thus in the Aran group of Islands there are 10 schools; in the Gorumna archipelago there are 11—a few of which, however, have been deprived of their purely insular character by the construction of a splendid causeway across the narrower parts of two of the intervening straits; in the Bofin group and in the islands off the western coast there are 6; in the islands outside Carna and Roundstone there are 5; and elsewhere there are two. This gives a total of 34 island schools: a number quite sufficient to make them stand out as a special and prominent feature of the circuit. Islands.

To the east of Galway city and of Lough Corrib, the greater part of the county is one level limestone plain that, in uniformity and dulness of aspect, forms a marked contrast to the varied landscapes of the western highlands. In east and central Galway some good arable and pasture land is everywhere to be seen; but it is much interspersed and encroached upon by spreading tracts of bog and marsh; and over one considerable area the naked floor of primitive, glacialised rock lies still exposed, or wears but a partial covering of stunted scrub and herbage. At the south-eastern side the soil improves in fertility, producing, at its best, vegetation of the choicest quality; and, for a rich pastoral prospect, the country for some miles westward of the Suck and the Shannon, between Ballinasloe and Portumna, is, perhaps, as fine as is to be seen anywhere else in Ireland. Agricultural conditions.

Wide and diversified as the county is, when one moves away from the shore population of the west the customs and conditions of the inhabitants elsewhere do not appear to exhibit any considerable variations. One social fact—among the first to challenge observation—I must specially note, as it has a very direct and detrimental bearing on the work of the schools. In many parts of the county the village system of land occupation still largely survives. The people of a townland live together in one or more hamlets, or clusters of little houses, placed at all kinds of irregular angles to each other, each dwelling and its appurtenances helping to deprive the others of the commonest facilities for convenience and decency. A National school of some kind is rarely more than a mile or two distant from the most inaccessible of these villages; but it must be a good one indeed if it is to succeed in refining the taste and raising the tone and habits of children nurtured in such surroundings. The difficulties in the way are obvious; and they are only to be overcome by bringing the children under the continuous and uninterrupted influence of the school. Social conditions.

Mr. DALTON. during the full term of their formative years. But, unfortunately, it is in such localities that the evil of irregular attendance is carried to the most criminal lengths, and for causes that it seems hopeless to counteract. The land is divided according to a peculiar system—a system that exaggerates the worst features of village community life, so far as they are seen in any of its more settled and organised forms. Every acre of ground that a householder possesses will often be partitioned into three or four sub-divisions scattered here and there among his neighbours' tenements; the general result being that a holding of 8 or 10 acres will, not uncommonly, be distributed among 20 or 30 miniature fields, no two of which are contiguous. Every settlement is a network of fences; and every fence is a boundary, to the repairing of which, because of its neutral position, nobody is willing to lend a hand. The few head of cattle belonging to a family can, therefore, be kept from preying on other people's scanty crops and pastures only by a vigilant system of individual herding; and for this duty the children are constantly requisitioned. Numbers of boys and girls who should be at school are thus to be seen every day, each keeping isolated guard over a solitary live animal, not always a cow. In this way the children grow into habits of idleness and truancy, and the school ceases to have any hold on their affections or any real influence on their lives.

School  
Attendance.

It will not, so far as I can see, be in the power of School Attendance Committees, or, for that matter, of Acts of Parliament, to eradicate the mischief, or appreciably to restrict its operation, until the economic conditions in which it is rooted shall have disappeared. In some places the Congested Districts Board is doing beneficent work by breaking up these village communities and settling the inhabitants in detached and well-built residences, surrounded each by its own separate allotment. But even here it is found that the people do not readily part with the habits of life that have been transmitted down through long generations; and their duty in regard to the schooling of their children remains, as before, too often unrecognised and unfulfilled.

Attendance  
Committees.

Since I took charge here School Attendance Committees have been constituted in the Tuam and Clifden Rural Districts. So far, however, as I have been able to observe, no appreciable improvement has resulted in the regularity with which the children of these areas attend school. One thing School Attendance Committees seldom fail to do—namely, to put on the school rolls the names of all the children of the school-going age; and, wherever any work of that kind remained to be done here, it appears to have been effectually accomplished. In one remote district of Connemara, containing some half a dozen villages hidden away among the recesses of its glens and mountains, the children previously were, for the most part,

allowed to grow up without schooling of any kind. They have now been driven out to the neighbouring schools, where I have seen some of them who were hardly able to distinguish the letters of the alphabet at the age of 11 or 12 years. In a few schools near this locality the averages have been largely increased, and the accommodation has been unexpectedly overtaxed, in consequence of the wholesome fear begotten by the appearance of the Attendance Officer; but, so far as I am aware, they are the only schools of the circuit in which such a result has been produced. The operation of the Act has brought into greater prominence the need, which I understand has been felt for a long time, of providing a school of its own for the inaccessible district in question; and an application has been made for a grant for the purpose. With this single exception the circuit from end to end is, I think, sufficiently supplied with schools. In two other places that were out of convenient range from the neighbouring schools, new school-houses have been recently erected. One of these, Curandrum—situated about midway on the road between Galway and Tuam—was opened at the beginning of this year, and it already commands a good attendance. The other, Ballinruane, lying farther east in the county, is not yet fit for the reception of pupils.

Mr. DALTON.

Owing to a generally diminishing population, the school attendance throughout the circuit at large is rather declining than increasing, and in a few instances the reduction in the averages has led to the amalgamation of adjoining schools. There have been altogether seven cases of amalgamation of double schools—all of them effected voluntarily—within the year; and, as things look at present, it is not unlikely that the aggregate of schools on our circuit Register will continue to be slightly lessened in this way for some little time to come. The net total of schools operative in the circuit at present is 410. Twenty of them, located in and around Galway, are under my own immediate charge. The rest are divided into even numerical divisions, to form the two sections of which the circuit is composed. My colleagues in charge of these sections are Mr. J. S. Mahon, M.A., who works from Loughrea as official centre, and Mr. C. P. Shannon, B.A., whose headquarters is Tuam. These gentlemen have ably and energetically co-operated with me throughout the educational period covered by this report, and have succeeded in organising, on the approved lines, the school-work of their respective sections, to an extent that gives assured promise of increasing progress and efficiency. Mr. P. Newell, B.A., also gave casual assistance during the year, in the inspection of Bilingual and Evening schools and in other forms of special duty.

Circuit  
Sections and  
Staff.

The schools might be classified in various ways, and, if there were not so much ground to be covered in a report of this kind, it might be worth while to discuss them in the light of some of the more obvious principles of division that are applicable to

Classes of  
Schools.

Mr. DALTON.

them. The special features of certain natural groups to be found among them might, not unreasonably, also claim some notice. Thus the island schools already referred to—over 30 in number—have, as would be expected, many common and instructive characteristics. On the Monastery and Convent schools, again, of which there are about 20 in the circuit, some more or less pertinent observations might be written. I do not propose, however, to delay long, on the present occasion, over classification and class description; but I cannot leave this branch of the subject altogether without giving some account of one interesting set of schools which are being brought into increasing prominence by recent salutary reforms in our school programme.

Irish, and  
Irish districts

These are the bilingual schools; and I may begin by saying that they are much more numerous in fact than they are in name. Up to the present 21 schools of the circuit have been placed on the official bilingual list; but there are fully twice as many more in which the teaching is, or ought to be, conducted largely on bilingual principles. These schools all lie within the boundaries of an area in which Irish is still exclusively, or mainly, the spoken language of the people. It will conduce to exactness and to clearness of understanding if I define the area. Its focus is the Gorumna island chain, flanked by the Carraroe peninsula on the one side and by the Kilkerrin promontory on the other. Throughout the three parishes of Rosmuck, Carna and Carraroe, Irish is spoken as universally, and almost as exclusively, as it was in the days when the native chiefs of Iar-Connaught held sway in these far-off regions. Eastward through the parishes of Knock and Spiddal the language survives with but slightly diminished vitality; and its tones are constantly heard in the daily intercourse of the people the whole way into Galway, and even along the wharves and through the streets of Galway city itself.

West of Moyrus, the limit of the Carna parish, the language is freely spoken, but in perceptibly lessened quantity, by the fishing population of Roundstone and its environs. After this its echoes become feebler and less frequent until the corner of Slyne Head is doubled, when they die away altogether. The thickly inhabited coast-line to the north and south of Clifden has ceased to be an Irish-speaking, or even a bilingual district; and in the Bofin Islands—the *Ultima Thule* of our circuit—the language is, I believe, almost as little known. I must not of course, omit the Aran Islands which, in a catalogue of the Irish-speaking quarters, are always entitled to a foremost place. The Middle Island is, perhaps, the least shaken stronghold of the language still anywhere to be found; but, in parts of the North and South Islands, English seems to be making visible advances towards gaining the ascendant.

Outside the places I have mentioned spoken Irish survives, though not in its pristine activity, nor yet with equally distributed vigour, along the northern and eastern shores of

Lough Corrib. The proximity of water seems, somehow, to make it cling to the soil with a more tenacious adherence. Northward, where, amid scenes of rare beauty, the waters of the two lakes, Corrib and Mask, all but join, its range takes a wider sweep; and from Cong to Kilmaine and Ballinrobe—around the ancient battle-plain of Moytura, marked out for all time by its wide-parted and wonderful monuments of stone towering to the height of pyramids—and from thence to Headford, and farther on towards the approaches of Tuam, Irish is still very largely the speech of the fireside and the market-place. On the other side of the lakes it is strongly entrenched among the fastnesses of the Maam Turk and Partry Mountains, and has outposts planted around the rugged slopes of the stately Twelve Bens; but it has retreated from the more open country beyond, leaving behind but faint and scattered traces.

These are the Irish-speaking districts, properly so called. Outside of them stray remnants of the language are discoverable here and there, in out of the way nooks and corners, throughout the entire county, even to its most easterly border; much in the same way as patches of winter snow linger for a while under banks and hedges after the broad surface of the deposit has been washed away by the melting rains of early spring. But the localities are of such irregular occurrence, and of such shadowy outlines, that they would need a much more exhaustive scheme of enumeration and circumscription than could be attempted here.

Over a good round half of the county, I should say, bilingualism of some kind or other is still a living fact; but, beyond the limits of the Irish-speaking districts proper, it is but rarely a fact conforming to the conception of the official programme. The programme contemplates a bilingualism by which, in the habitual speech of the people, the two languages would, so to speak, combine along vertical lines and planes. The bilingualism found in those places from which the Irish language has receded is rather the junction of horizontal strata of different composition. Of the three generations represented in a family the grandparents will generally have the native tongue, and that alone, fluently at command. The parents will be more or less at home in either language, but, unless when in conversation with their elders, will lean to the use of English. The children, while not unable to follow an Irish speaker, with less and less ready comprehension, will but rarely use an Irish phrase themselves, and then only when they cannot help it. When the ebbing tide of Irish speech is nearing this stage in a given school area the critical point for a scheme of bilingual teaching is at hand. With each succeeding year the introduction of such a scheme becomes less and less practicable. But, rather surprisingly, nobody then seems disposed to attempt or desire its introduction; and everybody resigns himself to the assured expectation that the day of the less fortunate language is drawing to an end, as if its extinction were the fulfilment of an inevitable doom.

MR. DALTON.  
Irish districts  
—continued.

Bilingualism.

Mr. DALTON.  
Bilingual  
Programme.

The adoption of the recognised bilingual programme has not, except in the case of one Monastery and two other schools, extended outside the purely Irish-speaking localities; and, within these localities, the programme is operative in not more than one-third of the schools. The bilingual schools in the official sense are, in fact, confined to two parishes. In several of the other schools the teachers work, to a considerable extent, according to bilingual methods. It is a necessity that they should do so if they are to teach effectively—if, indeed, they are to give any real teaching at all to the younger section of the pupils. The managers, intimately acquainted with the lives and ambitions of their people and with the many disabilities attaching to their humble lot, and realising but too painfully that every door leading to material advancement is closed against them unless they are supplied in the schools with an adequate English equipment to open the locks and turn the hinges, hesitate for the present to adopt the bilingual programme: imagining, perhaps, that, as it comes to them laden, to half its capacity, with their own home-grown language, the programme is but engaged in the idle occupation of "carrying coals to Newcastle"; and, possibly, not yet perceiving that, for the attainment of the object they have in view, a sound elementary training in the English language—which everyone is agreed to impose as a *conditio sine qua non* on teacher and pupil—the unilingual method is the clumsiest, the most irrational and the most hopelessly ineffective. The bilingual method conforms to the old pedagogic principle of proceeding from the known to the unknown; contrast and comparison—the agents that make the smallest growth of ideas and of knowledge psychologically possible—are ready to aid the pupil at every step of the process, until, in the result, he acquires the concurrent and intelligent use of two tongues, each serving to illustrate and enlarge the application of the other, and both combining as complementary members of one completed and valuable linguistic endowment.

Irish-speaking  
Teachers.

I shall have a word or two to say presently as to what happens when the unilingual method is followed; but, as it is followed in its absolute and uncompromising form only where the teachers, being themselves monolinguals, are unable to use any other, I had, perhaps, better dispose of a question that naturally thrusts itself upon us at this point: viz.—how comes it that exclusively English-speaking teachers are placed in charge of schools frequented by children one word of whose language they scarcely understand? Into the history of this question it would, of course, be out of place for me now to enter. I will merely note that the anomaly which it propounds—and, when considered in the light of any but the most retrograde educational theory, a very glaring anomaly it appears—has long existed in our western school system, and is likely to maintain its ground there as a fact of some size and weight for a considerable time to come. Against it has been directed a recent regulation of the Commissioners which, as a



practical reform, is most admirable in its conception and intent. But, unfortunately, the new requirement, that teachers in Irish-speaking districts must have a conversational knowledge of the vernacular language, cannot as yet be rigidly applied; and it is to be feared that the modifications which circumstances continue to render necessary in its application will go far towards nullifying its operation. Teachers possessing the desired qualification are, in fact, not to be had in sufficient number. This arises from two causes. The Irish-speaking districts do not send out a large supply of teachers of their own making; and now that Irish is so widely studied through the country, and that many people are willing to pay well for competent instructors, these teachers are able to turn their time to such profitable account elsewhere that they cannot be induced to remain in their native places. If a choice is offered between Dublin and Connemara few people will be proof against the more glittering attractions of the metropolis; and a good teacher who is a native Irish speaker has now little difficulty in securing remunerative employment, if not in Dublin, at all events in some place offering a career of larger scope and variety than is to be had on a bleak roadside in furthest Connaught. Hence there is a dearth of applicants possessing the newly imposed qualification for teaching appointments in the Irish-speaking districts, and the official requirement has, perforce, to be again and again relaxed; and thus it happens that teachers have still to be imported here from the other provinces to take charge of schools even within the scheduled Irish-speaking area.

Mr. J. P.  
Dillon.

I have found schools here, even remote island schools, where English is as foreign to the understanding of the younger children as French or German, conducted by teachers who, after perhaps 10 or 20 years residence in the place, were still unable to frame an intelligible sentence in Irish. Earnest, devoted teachers some of them are and, considering the extraordinary difficulties of the situation in which they are placed, wonderfully successful. By patient and unremitting iteration, continued day after day, the infant pupils are brought in the course of a year or two to associate a vague meaning of their own with the easier English vocables. But, until they reach the second standard, the language of the teacher is scarcely more to them than a jumble of undistinguishable sounds—*vox et preterea nihil*. After that stage they acquire some little command over it as a vehicle of thought: but a vehicle that will convey only the artificial and bookish ideas which supply a semblance of intellectual content to their empty school life. On the road—in the playground—even when quarrelling or perpetrating their childish breaches of discipline inside the school—they revert to their own language. They will read and assign meanings to English words, and appear—at least to an undiscerning Inspector, who cannot penetrate the unfamiliar covering of their actual working intelligence—to understand them. But, at the end of their brief school course, English is

Unilingual  
method.

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DAITON.

still to them but an unhandy and unready weapon; and, when they pass from the school to the life and work of their homes, they fling the weapon altogether away. In a few years, if they remain at home, they will probably have parted with their entire stock of school English; but for those of them who emigrate before leaving the adolescent or the plastic period of life—and they are, by far, the majority—it serves as a working basis in the foreign land, from which their own natural powers are not slow to develop a practical acquaintance with the language which had hitherto evaded them; and the few who revisit their native place will, generally, be demonstrative enough in exhibiting their acquired command of the American accent and idiom.

Bilingual  
Schools.

The bilingual schools proper have but recently been raised to their new dignity, and it is, perhaps, somewhat premature to subject their work to formal public criticism. I have been through them all, making such use as I could of my own modest stock of Irish, laboriously acquired a good many years ago, when Celtic studies were far from being as universal or as fashionable as they have since become. Imperfect as my acquaintance is with the venerable, though elusive, tongue, I may feel thankful that it has enabled me to form opinions for myself on the design and texture of the teaching—if not to measure the suppler movements of the children's intelligence—which may, perhaps, claim expression at another time, with a view to guiding the instruction to serviceable purpose. Many of the teachers are, necessarily, deficient in linguistic training; and their maiden efforts are, not unnaturally, more or less tentative and timid. I may, however, postpone a more searching analysis until the scheme is fairly launched; the more excusably as I have, perhaps, already dwelt at undue length on this branch of my subject. The importance of the topic, indeed, bespoke more than a mere passing notice; and its claim upon me had a sanction apart from the bare, official duty of the occasion. For I gratefully acknowledge that the presence of the living Irish language in so many of the schools has supplied my inspection work here with, at least, one new and keen interest that was lacking to my previous educational experience, long and varied though that had been.

Teachers

The teachers here differ much, just as they do everywhere else, in skill and competency; and the circuit staff furnishes representatives of all the varying grades of efficiency, from bad up to very good or excellent. As Mr. Mahon, in his report to me on the work of his section, truly puts it:—

“There are men and women who are an honour to their profession, and some who are not. There are teachers whose whole heart and soul are in the advancement of the children entrusted to their charge, and others who seem to care for nothing.”

In a few cases during the year the Commissioners found it necessary to withdraw salary from teachers because of continued inefficiency. In a small number of other cases it is to

Mr. J. P.  
DALTON

be feared that the like extreme measure may have to be resorted to in the interests of the pupils who, unpitied, and indeed I might almost say uncomplaining, are denied the educational benefits that they have a right to expect. On the question of efficiency, school and teacher, of course, stand or fall together; it being the test of a good teacher that, unless under exceptionally adverse circumstances, he should maintain a good school. From tables compiled by my colleagues, combined with the results of my own annual inspections—extending to just 100 schools—I find that, during the past year, about 60 per cent. of the schools of the circuit were graded "good" or "very good," about 30 per cent. were graded "fair," and about 10 per cent. were graded "middling" or "bad." Excellence we have, as yet, attained to only in a few isolated instances; though, in the east and north of the county, I found a fair number of schools that, I expect, should be able to secure "very good" or "excellent" when their organisation has been remodelled and adapted to the present requirements, and when certain gaps hitherto existing in their courses of instruction have been filled up. At the western side only a small percentage of the schools rise above mediocrity; but it must be said, in extenuation, that the children of the littoral zone are all withdrawn from school at an early age, and hardly ever get beyond the 4th or 5th standard. A large number of the teachers, east and west, deserve to be commended for their zeal and assiduity, and particularly for their prompt and unquestioning compliance with the suggestions of the Inspectors. In these qualities they do not fall behind the teachers of any circuit in which I have ever worked; and it, therefore, follows that it would be an Inspector's own fault if his time among them were not both agreeable and useful. One sovereign virtue, however, has not been developed in the circuit to the highest degree of which it is susceptible: I mean punctuality. During the past fifteen months I have seen more instances of the belated opening of schools, and of teachers being behind-hand in their morning attendance, than had previously come under my notice in the same length of time anywhere else.

Nor can I say that the general condition of the school-houses School-houses. and premises impressed me very favourably on my first making acquaintance with the circuit. There is no part of Ireland where epidemics make more havoc among young and old than they do in this county. In Galway itself, and along the villages of the western seaboard, fevers of the worst type are frequent visitors. Not a year passes but one hears of an outbreak of typhus here and of typhoid there; and these dread scourges have laid such a deadly grip on certain selected localities, in particular, as to stamp them with the terrifying repute of plague spots. We are here, I might say, in open and active war with disease; and the self-protective measures that prudence dictates even among the most healthful communities should carry with us the same imperativeness as the instinctive impulses that drive the inhabitants of a besieged town to

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shelter themselves from the shells of the enemy. Yet, in the face of all that, I am afraid we too often look with an easy and indifferent tolerance on the most powerful ally that disease possesses, namely dirt. I have had frequently in the schools to remonstrate strongly with teachers on the uncleanly and ill-kept condition of the rooms, the closets and the premises generally. I am bound to say that this unpleasant duty has to be discharged much oftener in Boys' schools, or in schools under masters, than in schools conducted by mistresses. Many of the Girls' school-rooms are patterns of taste and cleanliness, presenting, too often, a gratifying contrast to the slovenly and grimy appearance of the school-room next door. I am occasionally told, when I point reprovingly to a blackened floor coated with a thickening incrustation of mud, that it is impossible to find anyone to do the scrubbing. That is bad enough; but the situation becomes much more hopeless when I am assured, as I have sometimes been, in reference to another floor perhaps little, if anything, less filthy, that it was scrubbed a week or two before. The acceptance of the two statements would not be as self-contradictory an act as might, at first sight, appear. The former is calculated to suggest the apprehension that scrubbing is becoming a lost art; and the latter, so far as it goes, stands to confirm and establish the theory. Fortunately, however, schools are still to be found, possibly under the same roofs, or in close neighbourhood, with those which the fates are supposed to have condemned to incurable squalor, where one can see any day that scrubbing of the honest, thorough-going sort is still regularly practised—scrubbing that brings out the sweet, wholesome fibre of the pure white wood.

Cleanliness.

For my present purpose I single out the floor specially, for in the matter of cleanliness the floor is really the index of the school. Boards which get impacted with clay, kneaded into their surface by the trampling of the pupils, are constantly throwing off their unstable burden in the form of dust which, in finer or coarser particles, drapes the furniture, stains the walls and charges the atmosphere of the school-room. It lies heavy and disregarded on window ledges and tablet-rails, in the bottoms of presses and in all the more hidden corners and recesses. When an epidemic of any kind breaks out the germs that had desisted for a season from their ghastly work are ready to propagate themselves anew in the favouring conditions of every ill-kept school; and, once a few of the scholars get stricken, the poison is liable to spread through a whole countryside. And even when the black cloud passes away, and the epidemic is again in abeyance, the teachers and scholars who are daily and hourly breathing a dust-laden atmosphere are bound to pay the penalty in impaired health and enfeebled constitutions.

"Health and  
Habits."

I am hoping that the systematic study of the principles of hygiene in the schools will do much to remedy, if it does not

wholly banish, the state of things I have been describing. We have made it our business to see that the subject is introduced into every school here in, at least, its less exacting form, "Health and Habits." The teachers generally, I think, have provided themselves with the necessary manuals and text-books, and are preparing themselves to give the instruction, as far as possible, practically. They have no difficulty in recognising that mere theoretic teaching in such a subject would serve no useful purpose, to compensate for the burdensome addition it would make to their already well-loaded time-tables. Yet, the practice that directly connects such instruction with the lives and habits of the children, they are strangely apt to overlook. Personal cleanliness lies at the very root of practical hygienic training; and, for its exemplification, what more suitable illustrative apparatus could be brought into use than a lavatory stand nicely fitted up with its appropriate, and easily procured, belongings? Lavatory arrangements of some kind or other are beginning to find a place in a good many of the schools: though I fear they are rather intended for show—in their present inchoate condition, I could hardly say for ornament—than for use; and even for exhibition purposes their value may not extend beyond suggesting a coming compliance with the troublesome inspection requirement.

It used to be said—I believe on the authority of the old Latin phrase-books—that it takes seven years to make a lawyer. The evolution of a decent school lavatory is almost an equally tedious process. It would weary if I were to tell how hesitatingly the individual appliances come together, each article awaiting, perhaps, another Inspector's visit before it makes its grudging appearance. The very initial inquiry on the subject will often be met with the reply that there is a good pump near at hand, or a fine stream of water "there below." It cannot be denied that nature is everywhere most bountiful in bringing her health-giving agencies within our reach. But she cannot show us how to differentiate ourselves, in our appreciation and use of them, from the untutored inhabitants of less civilised lands. The conversion of these natural advantages into refining and beautifying domestic influences, permeating and moulding the lives of the people in an ever increasing degree—that is, I think, a most proper and obligatory function of the people's educative institutions. Yet it is not merely that our conceptions of the true scope of education are, in some respects, narrower than they should be. Our conceptions, at the widest, fail of realisation because the educational methods to which we commit them are liable to be deflected by a perennial and fatal bias. It is not uncommon now, some twelve months after the addition of this newest school subject to our programme, to find boys and girls in the higher standards who can talk and write learnedly about recondite facts and abstruse generalisations of physiological science. They can explain the structure of the skin, and number the multitudinous pores that cover every spot of its

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surface, and tell the why and the wherefore of what is to happen if these microscopic channels are not kept freely open and active : and, all the while, the hand that writes the informing essay may bear palpable evidence that it has scarcely been acted on by soap and water for some days before. What fatuity is it—one sometimes cannot help wondering, both in and out of schools—will have us wear ourselves in the effort to make barren words pierce the understanding and subjugate the will, without once bringing to our aid the plain, pregnant example that would teach with ten times the power of the wisest precept or the most eloquent discourse?

Organisation.

The circuit, when it passed to me on the 1st April, 1906, was not quite homogeneous in its composition. It had just been reconstructed from fragmental portions of three circuits; and, in our inspection charge, my colleagues and I became the successors not of the staff of a single circuit, but of some six or seven individual inspectors. It was inevitable that we should find, in a circuit so constituted, some local varieties of practice in the school-keeping, and some inequality in the positions to which the schools of the constituent areas had advanced. It became, therefore, a leading duty for us, to endeavour to unify the circuit by introducing throughout an organisation in accord with the latest official ideas on the important matter of practical school management; and a good deal of our time during the past year has been devoted to showing teachers how to design their working arrangements so as to produce, with greater ease and certainty to themselves, a more assured and satisfactory educational result. A simple mode of doing the business would have been to impose on the schools certain definite systems of organisation previously perfected by ourselves; but this is a way of proceeding which, I fancy, few experienced inspectors will choose to adopt. What we have aimed at doing was to put the teachers in possession of the underlying principles by which they should be guided in the comprehensive handling of their work. Principles in the broad sense are of universal application; and to ignore them in any of the higher fields of effort is to surrender oneself to empiricism, to aimlessness, to failure. Foresight, directive power; sureness of aim and steadiness of grip—in a word, mastery of one's work—what are these but the all-sufficient knowledge of principles translating itself easily and pleasantly into action? But the adaptation of principles to the particular work in hand belongs primarily to the person who has to achieve the work. He may fail once, twice, or many times. But if he is bent on succeeding, and is not devoid of the natural capacities needed for the task, he will learn from his mistakes, and by means of them win a permanent command over the difficulties of the problem by which he is confronted. It is to the teacher who is going through this self-educative process that an Inspector can be most useful. But if, with the laudable ambition to be of the utmost usefulness, he is tempted

into taking the teacher actually by the hand and leading him by the nose, he will but perpetuate the helplessness that he seeks to remedy.

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In some districts we found the organisation still following the old, disused lines; and it became necessary for us to begin at the very beginning and to show the teachers how to group the standards for collective lessons in the various subjects. That peculiar shyness of the grouping principle, and hesitancy to come into close quarters with it, which had marked the first advent of the revised programme some few years since, still survived in many places here; and the apprehensions that had been dissipated elsewhere were given a longer term among some of our teachers by their total inacquaintance with the thing which they dreaded. The "grouping" idea has, so far as I know, now been put into practical working in all the schools throughout the circuit. But, of course, it has not been applied with the same happiness of understanding and the same precision of accomplishment in all. Now and again I find schools in which, after the organisation has been laboriously recast, the grouping is merely nominal: in which, in fact, the old system continues to masquerade under the guise of the new. The teacher, for example, imagines that he has solved the problem so far as the reading lessons are concerned by setting two or more standards to read together, while each standard retains its own distinctive reading book. Again, even in schools where the idea has fairly taken root one finds traces, here and there, of the abuses which the reformed system of organisation was specially intended to cure. Drafts will be seen at intervals along the walls of the schoolroom, perhaps scattered in straggling fashion before one or more of the maps, on which the pupils are endeavouring to identify at a flying speed the daily list of place names from their geographical task-books; perhaps rehearsing in unintelligible mutterings to an improvised staff of "unpaid monitors" some lesson from their reading-books that they have never been taught to read or understand. Even where the organisation has reached a more advanced stage of development the work of the hour will not always be found planned with that nice eye to adjustment and to feasibility that ensures the steady, progressive and uniform advance of its different parts. The teacher will have an unwieldy division on hands for a paper or desk exercise, with the result that he cannot bestow effective supervision on the performances of its individual members; or, with equally injurious consequences, he will combine too many Standards for a reading or oral lesson.

Grouping.

To neutralise the effects of their own faulty arrangements the teachers have often to resort to injurious devices for keeping the pupils continuously employed. Thus, one will put a junior standard for a full half-hour to such work as "preparing lessons," and train them thereby to habits of restlessness and

The problem.

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wandering attention; or he will keep a senior division so long engaged at "silent reading" that the occupation in practice proves to be neither reading nor silence. A thoroughly workable co-ordination of lessons throughout each successive lesson period of the day is the consummation to be wished for, and until it is attained in a school the organisation problem will not be satisfactorily solved.

Time-tables.

The time-table of the school is, it is obvious, the chief controlling factor in the organisation. It fulfils, in fact, for the working operations of the school, pretty much the same functions as are performed for the mechanism of a clock by the dial-plate and regulator combined. An admirable test of a teacher's organising power is the rapidity with which he will evolve a good working time-table. I have spent many an hour over the time-tables of this circuit during the past year, and if I were to schedule the defects which I have found in their construction I should prolong this report by several pages. The most persistent and the most widely spread defect is, unfortunately, the cardinal one of all—an unworkable co-ordination of the lessons. It may be that the lesson arrangements for a given division or "group" of the school, as set out in their proper column of the time-table, will satisfy very fairly all reasonable conditions. The lessons may follow each other in a well-ordered sequence, desks and floor being brought alternately into requisition, and the severer intellectual efforts being each in turn relieved by one or other of the lighter mechanical exercises that enter into the school work. The scheme of lessons will very generally satisfy the criterion of completeness; though in a considerable number of schools I have found that some important subjects of the Code—object lessons, notably—have been hitherto ignored; and—though less frequently—the distribution of time among the various subjects will have been pretty equitably apportioned. Looked at in this way, column by column, the time-table may stand well enough the ordeal of expert analysis; but, when examined horizontally from the point of view of the judicious co-ordination of the lessons, or the suitability of the arrangements assigned to each lesson period for being carried on concurrently, its structure may, and often does, fail badly.

Success and failure.

Hence a teacher is often found having one section of his school or of his division under efficient instruction, while the other section, through lack of direction or of supervision, is employed to little or no educational advantage. On this point, however, the time-table is not always the source of failure. Many teachers have never trained themselves to do, what every National school teacher should be able to do, viz., to take charge of an oral lesson and of a written exercise at the same time, and to treat both effectively. And, even in the case of a teacher who is well able for the double task, neglect to make previous preparation for the day's work may disqualify him for giving the desk exercise a proper start before he turns



to the oral subject with which it happens to be paired; and, by thus condemning one or both of the associated lessons to perfunctory and inadequate treatment at his hands, may destroy the even and steady balance of the best-planned timetable arrangement. In fact, after all is said and done, the evolution of an ideal time-table, and the perfection on paper of an unimpeachable scheme of organisation, will carry us but a short part of the way. The success of both depends, at every moment of the day, on the will and power of the teacher to realise them in practice; and it is for this reason that he, and he alone, should fashion the school system by which he proposes to labour. Or, rather, the system should fashion itself directly and spontaneously as his work is moulded by the free growth of his thoughts in clearness and order, and should be the visible expression of his own personal aims and needs.

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The problem of organisation gives more trouble in single-teacher schools than in any others. It becomes much simplified when a second teacher is placed on the staff. Even the advent of a Junior Assistant Mistress relieves the question of a good deal of its perplexity. Junior Mistresses have been appointed in considerable numbers in the circuit during the past winter, and many of them are giving useful help in the schools in which they are serving. Some of them had had the advantage of a previous course of training as monitors, and are showing a good aptitude for teaching. The utility of these appointments, as well as of Assistants in schools with more than one teacher, has in some cases been enhanced by the partitioning of the school-rooms. When two or more teachers work together in the same room certain entanglements and disturbances that embarrass the teaching are liable to arise even in well-ordered schools. It is not at all unusual to find a good deal of effective work done under unfavourable conditions of the kind; but very little experience suffices to demonstrate that the teacher who has a room all to himself is placed at an immense advantage in regard to the control and management of his division. Freed from the distractions and interruptions of large noisy school-rooms, both he and his pupils are thus enabled to concentrate themselves steadily on their work; and habits of concentration—among the most valuable products of educational training—can thus be cultivated to an extent that, otherwise, would have been impossible.

Junior  
Assistant  
Mistresses.

In a few instances I have found single rooms divided into two, but in such a manner as rather to hinder than to help educational convenience. In these cases the partition merely cut off a class-room at one end; and a class-room, though of some use in facilitating the separation of the pupils at certain lessons, does not really simplify the more serious difficulties of organisation. In many respects it only complicates them, all the more if it is half-occupied with a cumbersome gallery. It is not mere class-rooms that are required, but additional school-rooms. Each room should be spacious enough to be worked

Class-rooms.

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as a separate microcosm in itself, and should not be condemned by its restricted dimensions to serve as a more or less awkward and unmanageable annexe of another room. When I see, as I often do see, two teachers working side by side in a single room, I always recommend them to so arrange their divisions as if they were separated by an imaginary partition; and this arrangement, with perhaps some modifications here and there necessitated by inadequate desk accommodation, is found to facilitate considerably the working of the schools.

Infant-teach-  
ing.

The appointment of a Junior Assistant Mistress, as I have said, simplifies immensely the question of devising an effective and comprehensive scheme of teaching for the entire school. By this means, moreover, the hands of the teacher are set free for closer and more continuous work with the senior standards, and instruction of a more advanced and better finished type is rendered possible. But the chief gain is derived by the section of the pupils that, from their helplessness, are most in need of it. The most marked, as well as the most gratifying, of all the improvements that have come into view recently in the methods of teaching which obtain in the schools of this circuit lies, undoubtedly, in the more intelligent handling of the infants. It is not merely that they are provided with a more varied and interesting series of occupations throughout the day. Teachers are beginning to understand how to adapt the occupations to the mental conditions of the infant; how to get into nearer relationship with the nebulous ideas of childhood; and how, by the apt selection and presentation of teaching material, to promote the free and orderly expansion of each incipient faculty from the moment when it begins to open through the bud. Thus in the teaching of reading and the verbal exercises directly related to it, the wooden and wearisome modes of instruction hitherto in vogue are giving way to pleasant conversations in front of a blackboard on which the children's own words, coming forth spontaneously to convey their newly-formed thoughts about some interesting object or experience, are built up, one by one, into their written or printed shapes, and then reproduced, as they were expressed, in natural phrase and intonation. The living speech of the pupil becomes at once the starting point and the goal of the teaching process. The objective representation of it, taking shape under the skilled hand of the teacher, challenges the wonder of the child, and provokes a playful desire to master its mechanical structure. To read the language that has just issued from his own lips, to probe the curiosities of its verbal formation, to take pleasure in resolving it and in recombining it anew—this does not come on the pupil as a task, but rather as the awakening of a consciousness of hidden power, and the assertion of a rightful claim to something that has not been, but should be, his own. The multiplied drudgery of spelling, of word-building, of sentence-making, of reading by painful repetition, of lettering, of writing,—in a word, the many tortures of early

linguistic training when its unity is broken into a disjointed array of subsidiary parts—disappear from view; and the pupil comes easily and agreeably into possession of the correlated arts of reading and writing, not as barren school exercises, but as applied to the representation and reproduction of his own living speech. Should the teacher be able to draw at need a few appropriate diagrams or sketches to serve as illustrative accompaniments to the lesson the general method will gain largely in power and effectiveness. The graphic illustrations will supply the intellects of the children with, so to speak, new sets of eyes; their hazy perceptions will be focussed and transformed into clear mental images; and their understandings will be furnished with the kind of material that they delight to play with and to act upon.

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To do this kind of work, however, the teacher, no matter how capable, must not be hurried. Hence, where the school has only one teacher, it can hardly be done at all. The methods of the older teachers, both trained and untrained, have, except in some rare cases, become grooved; and any attempt of theirs to work on wholly different lines would have but a poor chance of success. The best that can be done is to endeavour to give them larger and clearer notions of the educational ends they should keep in view. The raising of the point of outlook can seldom fail to stimulate the purpose and vivify the intelligence that pervade a man's own mode and habits of work; but entirely new systems of practice had better not be tried by persons in whom the capacity for enthusiasm has waned, and the power of self-adaptation has grown inactive.

Methods.

I have found that many teachers, young as well as old, who are honestly in search of the best methods, are apt to mistake spurious imitations for the genuine realities. Thus, while arithmetic is now professedly taught in all the schools here by means of examples framed with direct bearing on the familiar facts and objects that belong to the daily experience of the pupils, I notice that, in the actual working, the questions pass frequently and readily into the vague region of abstract calculation. The children are allowed to detach the numbers from their concrete setting in the dictated sum, or written example, and to operate on them blindly by means of the ordinary, well-worn rules. The interpretation of the result at each step of the process, the comparison of the routes by which the same result may be reached, the tracing back of their directions to the fundamental principles in which they all converge—the combination throughout of facile and accurate practice with explanatory theory, prompt mental exercise and concrete application: this is a kind of arithmetical teaching for which few teachers seem to have been trained, or to have succeeded in training themselves. The touchstone of school methods at every point is: to what extent are the pupils being enticed into independent and well-reasoned trains of thinking of their own?

Arithmetic.

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And the method that cannot respond to it, in reasonable measure, is no better than a simulacrum, even though it presents itself in a seemingly brand-new garb.

Reading.

Again, in the blackboard teaching of reading, while some of the older teachers cannot grasp, and will not attempt, the method at all, not a few of their younger brethren, fresh, it may be, from the training colleges, so use it that in their hands it becomes a hurtful perversion. Instead of developing the lesson on the lines I have sketched above, they place on the board a few hastily improvised sentences, in the making of which the pupils have had little or no part—I have even seen the sentences copied directly from a book or printed sheet—and then proceed to exercise the juvenile learners on the artificial assemblage of words set before them, in a style and tone that might recall the discredited practices of the good old spelling-book and reading-made-easy days. What is this but converting the blackboard into an inferior kind of tablet? And, if the method is to be thus degraded, were it not better to bring out the deposed tablet again from its hiding place, and set it up once more in the position that has been usurped by its more pretentious, but not less worthless, substitute?

Object lessons.

The teacher who behaves in this way will be pretty certain to allow the object lessons to stand away by themselves in isolated aloofness. The faults in the treatment of object lessons are many; but in the present connection this one claims special notice. For by the aid of these lessons alone, when they are rightly handled, the young children can be made to acquire an easy command over the difficulties that beset the use of spoken and written language; and, for that matter, every subject that comes up for separate exposition during the day can be made to serve the same purpose.

Writing and  
Drawing.

Even in subjects that make no big demand on teaching skill or inventive resource the misuse of good methods is followed by the same miscarriage of effect. Everybody is agreed that the proper way to introduce beginners to the rudimentary difficulties of penmanship and drawing is by means of blackboard demonstration; and most of our teachers nowadays—all our younger teachers without exception—shape their practice accordingly. But, too frequently, the blackboard outline is imperfectly adapted to the precise stage of proficiency of the child; or the difficulties are not introduced in a connected and well considered order; or the teaching influence of the graphic representation is not supported and driven home by sufficient individual supervision and correction; with the result that imitative power is never acquired by the hand of the learner, and a decent training in a matter of simple mechanical dexterity is not attained. Some teachers so act as if the hidden virtue of the method really resided in the blackboard itself.

They chalk on it a sentence or a diagram, set the class of beginners to copy away for half-an-hour or so, and then turn their own undivided attention to other business for the greater part of the time. The unguided children make possibly, a conscientious attempt at first to reproduce the model; but after they have toiled through a line or two the tension of the effort cannot be sustained; they withdraw attention altogether from the blackboard, and the crude imitation of the figure or headline with which they began changes more and more into an aimless scrawl.

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I am frequently asked, in regard to the teaching of a particular subject, whether this or that method is the best; and the answer which I have, perhaps most often, to give is that it may be made the best or the worst according to the manner in which it is carried out. Just as it was with reading so it is with penmanship and drawing. If the blackboard is merely made a substitute for the engraved copy-book, the educational result is likely to become worse rather than better; for the blackboard is allowed to appropriate all the disadvantages of the engraved headline or diagram while it leaves the few compensating advantages behind. Throughout the whole range of the schoolwork it is the same. In the hands of a careless or incapable teacher the choicest method is liable to become the greatest travesty and the most pronounced failure. The approved methods of the modern text-books and training centres are precisely those which stand most in need of having true teachers behind them: teachers, that is, who are not alone experts in the technical accomplishments of their art, but who will never sacrifice substance to form, nor to either the spirit that should permanently unite and animate both.

Abuses.

The number of monitors serving in the circuit during the past year was exactly 100. They were divided as follows among the different years of service, viz. :—

Monitors.

MONITORS.	Years.					TOTAL.
	I.	II.	III.	IV.	V.	
Male, ...	—	2	3	4	9	18
Female, ...	11	11	23	19	18	82

Of the first year monitors all but two were appointed under the New Scheme. I have personally examined about 20 of the monitors in the course of the year; and here and there, when opportunity served, I have sat at some of the criticism lessons, and tested an occasional monitor in the practice of teaching. I am in a position, from what I have seen, to concur in the

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general verdict of my colleagues who, of course, have had much more intimately to do with the monitorial training of the circuit.

Mr. Mahon testifies :—

“The monitors are diligent and attentive to their studies.”

And again :

“The Circular of January, 1904, has been honestly observed by the teachers, and the general style of teaching on the part of the monitors is considerably improved.”

Mr. Shannon states :—

“The criticism lessons have, undoubtedly, done much towards improving the training of the monitors. The best results, however, are only obtained in the large schools, where healthy rivalry and emulation come into play, and where a number of separate independent criticisms can be recorded.”

Extra and  
optional  
subjects.

On the subject of extra and optional branches I may also let my colleagues speak.

Mr. Mahon's report on this head is :—

“Irish is almost universally taught. . . .  
Mathematics has been taught in a small number of boys' schools. There are not very many schools where it is necessarily taught, but I have urged its introduction into schools where such a course seemed desirable, though not obligatory.”

Mr. Shannon's report is to the same effect :—

“Irish is very generally taught, as a rule, outside school hours. An attempt is made to teach an elementary course of mathematics in schools with more than one teacher, but the small number of pupils in the senior standards, together with their irregular attendance, militate against useful work being done. Cookery is now gradually finding its way into the girls' schools.”

Evening  
Schools.

The number of Evening schools operative here during the past session was 44. I visited 6 of these schools personally, and furnished final reports on 4 of them. On the general character of their work I am in agreement with the views of my colleagues, embodied in the following extracts from their reports.

Mr. Mahon's observations are :—

“The pupils seemed to derive some benefit from their reading, composition, and arithmetic, with which branches they had already some acquaintance, and in which they were reviving forgotten learning. They were anxious to learn Irish, as a rule; though, except in Connemara, the difficulties of the language quickly discouraged them. History was taken to enable the full grant to be earned, but its value was very doubtful.”

And Mr. Shannon's remarks are :—

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—

"In a fair number of cases the attendance was regular during the session, and really good work was done. The general tendency, however, was, as in previous years, for the attendance to fall away gradually, and a few schools had to be closed before the end of the session for this reason. History and Irish continue to be the two favourite optional subjects."

There are many other subjects appertaining to the state of education in the circuit that invite discussion in a report of this kind ; but, as I have already written at, perhaps, too great length, I shall postpone the discussion of them to some future occasion. Conclusion.

I am, Gentlemen,

Your obedient Servant,

J. P. DALTON.

The Secretaries,  
&c., &c.

Mr. J.  
Murray.

LIMERICK,

July, 1907.

GENTLEMEN,

In obedience to your instructions of the 3rd December, 1906, I beg to submit a General Report on the schools inspected in the Limerick Circuit during the year ended the 30th June, 1907.

The Circuit comprises the greater portion of the Counties of Limerick and Clare, and for inspection work is divided, roughly speaking, into two County Sections. The County Limerick Section, however, includes 53 schools in the eastern part of County Clare. There are 396 schools in the Circuit, of which 65 are vested in the Commissioners and 199 in Local Trustees.

School Accommodation.

As a general rule there are separate schools for boys and girls, the usual arrangement being two schoolrooms under the same roof, with gallery-rooms in addition in the larger schools. Plentiful provision as regards material school-buildings has been made for the educational needs of the Counties of Limerick and Clare. In very few schools is overcrowding to be met with, but there is an increasing need for class-room accommodation, especially in view of the large number of Junior Assistant Mistresses recently appointed. As far as mere floor-space is concerned, the accommodation is usually ample; it is in the carrying out of the work of junior and senior divisions side by side in the same room that the difficulty lies. Where the schoolroom is large enough for this to be done effectively, it is, as a rule, quite large enough to divide into two fair-sized rooms by glass partition or otherwise. But in my opinion very few of the schoolrooms in this Circuit lend themselves to any arrangement of the kind, as the separate rooms would, in most cases, be too small, and often badly dimensioned.

It is impossible to apply methods suited to the instruction and training of infants and very young pupils, if these children have not a room to themselves; and this constitutes one of the chief difficulties in the way of anything like a general application of rule 127 (b), the effect of which is to swell the numbers in the junior divisions of Girls' schools. It is true, as I have said, that class-rooms are provided in the larger schools, but these are more often than not mere galleries, without desks or other furniture or equipment, and quite unsuitable for junior division work.

Mr. MacMahon, who has charge of the County Limerick Section, reports as follows:—

"There is at present an urgent need for at least seven new schools here. New buildings are required (a) in Coonagh, a village about three and a half miles from Limerick, on the northern bank of the



Shannon; (b) in the district between Templeglantine and Athea, in the south-western corner of County Limerick. In neither of these districts was there ever a school, and in both of them at least twenty pupils have three miles to walk to school. New buildings are required to replace old ones in Kilmeedy, Roxboro', Donoughmore, and Six-milebridge; and an infants' school is much needed in Croom, where the girls' school is quite overcrowded."

"The need of class rooms in schools where more than one teacher is employed is widespread throughout my section. Of 190 schools there are 108 where two or more teachers are engaged; and of these, 70 have no class room accommodation."

And Mr. O'Sullivan reports of Mid. and West Clare:—

"The school accommodation is, on the whole, more than adequate to the attendance. In a few schools there is overcrowding, but in the majority the space is more than sufficient. There are no unnecessary schools in the Section, and the distribution of the schools is fairly satisfactory."

Little fault, on the whole, can be found with the general condition of the schoolhouses throughout the Circuit. The majority of them are well built vested houses, and, as a rule, they are kept in substantially good repair. Here and there bad cases are met with, where it is very evident that no repairs or other necessary works have been carried out for years. More often, however, fault has to be found with neglect in minor matters of renovation, painting, etc., which, though small in themselves, make all the difference in the general aspect of house and premises. Regular attention to these matters involves, of course, some small yearly expenditure, and it is to be regretted that the necessary funds are not readily available. Out-offices are not cleaned out as often as they should be, and I do not think teachers properly appreciate the necessity from a sanitary point of view of paying the closest attention to this matter.

Most of the schools are fairly furnished and fairly equipped. With the exception, however, of the Convent schools, very few indeed can be said to be provided with furniture or equipment sufficient to meet modern requirements. In the older schools the desks are often of unsuitable structure and in poor condition, and in all schools, practically, additional desks are needed for the younger pupils. I consider this one of the most pressing needs in our schools, and one that is felt, no matter how small the teaching staff. Where there is only one teacher, it is all the more necessary to provide suitable occupation for the younger children—a quite impossible task, if they are standing about the room or sitting along the walls. The entire arrangement of the school-work and even details of organisation are dependent on the amount of desk accommodation available; and when it is further considered that infants can receive very little suitable instruction without desks or tables of some kind before them, it is easy to understand how progress on up-to-date lines is retarded by the material wants of the schools. As to equipment, the class-room or gallery-room set apart for the younger pupils—at any rate during por-

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tion of the day—is usually a bare unfurnished room without wall-charts or pictures, or any of the necessary equipment for infant instruction.

Science equipment grants appear to have been generously distributed through this part of the country, but appliances for cookery instruction have been provided in only three or four of the ordinary schools, and demonstration frames or needle-work charts are seldom met with. The Convent schools are excellently furnished and excellently equipped in every way, and it would be hard, I think, to improve upon the Infant school equipment in the City of Limerick Convent schools.

Mr. MacMahon writes of the County Limerick schools as follows :—

“The most pressing need at the present time is that of desks for the pupils in the first standard, who form, broadly, about one-third of the pupils attending the schools.”

“With regard to maps, blackboards, globes, music charts, wall pictures, and other school furniture, there is room for much improvement.”

“Ninety per cent. of the schools are without libraries, and I do not often meet with a pupil who has read any book other than those used in the school.”

“Very few schools are without playgrounds, and I am sorry to have to say that the playgrounds are very little availed of to train pupils in games. I know of only two schools which can boast of having their own football or hurling clubs.”

And Mr. O’Sullivan writes of the Clare Section :—

“On the whole the schoolhouses are kept in fairly good condition.”

“Window-gardening is pretty common, especially in schools taught by women, but only in a comparatively few cases have flower-beds been attempted. In reference to the latter, teachers say that the beds are tampered with after school hours. In connection with this matter I feel bound to refer to the praiseworthy efforts of the Clare Horticultural Society to encourage the growth of flowers in school plots and at the homes of the pupils by distributing packets of seeds gratis for both window and out-door gardening amongst the teachers of sixteen schools in this Section. These packets have been supplied within the present year, and an application has been made to me to furnish the Society with a list of those teachers who would be likely to encourage horticulture.”

Teachers.

I must record my admiration of the fine spirit of work existing among the teachers of this Circuit, and especially observable in the schools of Co. Clare. I rarely meet with a teacher who is not, at any rate, doing his best, and indeed often expending more energy in his school than could reasonably be expected from him either by manager or inspector. That this energy is not always well-directed goes, of course, without saying, but in a very considerable proportion of the schools intelligent methods are in operation, and the teaching is on sound lines. Speaking of the teachers as a body, I find them hard-working, earnest, and intelligent; willing and anxious to avail of any advice or practical suggestion that may be offered to them, and making praiseworthy efforts to improve

themselves in professional skill. That they devote much time to general reading or to a formal study of the theory of teaching I do not believe; but signs are not wanting in many of the schools of a careful enquiry into practical matters of organisation and class-teaching in so far as they bear directly on the work in hand. My conversations with teachers, moreover, lead me to believe that they are usefully comparing notes, and that they are reading educational journals with considerable benefit to themselves. But the inspector is still the text-book the teacher is most anxious to master, for experience plainly shows that teaching methods are largely determined by the manner of inspection, and that mechanical teaching, with weary reiteration of rule and definition and endless rote-work, gives place to intelligent instruction only in so far as formal examination on a rigid programme is discarded for a close inspection of methods. Once a teacher has realised that the value of his work is to be estimated according to the way he does it, and that credit will be given for knowledge acquired by his pupils only according to its usefulness, its educational worth, and the manner in which it is imparted, there is little difficulty in convincing him of the necessity of laying out his work properly, and of preserving evidence of careful preparation and of intelligent treatment of the different branches of the Code. Systematic written preparation in the form of heads of lessons, etc., has been steadily insisted upon by my colleagues and myself; with the result, at any rate in the better-class schools, that instruction is proceeding on sound lines, or at least on lines easy to enquire into without excessive examination of the pupils. A good deal has been said and written about the injustice of looking for up-to-date methods in the work of men who have been brought up under the Results System; but it is my experience that these men, or such of them as take advantage of the practical assistance given to them in the official Notes for Teachers and in the suggestions of inspectors, do as effective work under the present system as the younger teachers, who are supposed to have nothing to unlearn. And, furthermore, I have not yet met a teacher who has bravely cut himself free from mechanical methods, and turned his mind to the important consideration of organization and to careful preparation of class-lessons, who is not willing to admit that the change is for the better, and that the present system is preferable to the old. The men who are going to the wall are those who wantonly neglect their duty, or who deliberately shut their eyes to the fact that the old Results System has gone, and absolutely refuse either to prepare their work or to record it, or indeed to do anything but turn the wheel of the cramming machine.

Mr. J.  
MacMahon.

As regards the general character of the attendance, Mr. Attendance MacMahon reports as follows:—

“In County Limerick the attendance is remarkably good, except in the wilder and more remote mountainous localities in the western

Mr. MURRAY. portion of the county. In the eastern portion of Clare, which is also in my Section, the attendance is only fair."

Attendance. "One of the conditions of life that acts adversely on the attendance in County Limerick is the creamery system. In far too many cases the pupils are kept from school to bring the milk to the creamery."

And Mr. O'Sullivan finds the attendance in West Clare steadily going down, owing to emigration. If I except the special circumstances affecting the school attendance in parts of Co. Limerick, referred to by Mr. MacMahon, I very much doubt if the conditions under which the rural population are living would allow of any substantial improvement as regards regularity of attendance. In all the rural schools the attendance falls very low during certain months of the year; but I do not remember to have heard either manager or teacher ascribe this to carelessness on the part of parents; while, on the other hand, the large and regular attendance in the senior standards during the winter months, which is a notable feature in many of these schools, bears witness to a lively appreciation of the advantages of a good schooling.

Health of pupils. In both town and country most of the pupils strike one as strong healthy children full of life and intelligence; and if a clear bright eye is any index of soundness of vision, there is little call for an oculist in the Limerick or Clare schools.

Organization. The process of reorganisation necessary to carry out the principles of the present inspection system, and to meet the requirements of the official Code, has gone on somewhat slowly in parts of the Circuit; and one still meets with teachers who have studied neither the Code nor the Notes for Teachers issued for their guidance. In the better schools, however, satisfactory progress has been made, and where the teaching staff is small, judicious grouping of standards is carried out. I notice a strange timidity on the part of most teachers about combining standards for instruction in arithmetic, although the benefits derived from so doing are readily appreciated, at any rate as far as the junior standards are concerned, wherever the arrangement has been given a trial. This is to be regretted, as arithmetic is, perhaps, the one branch which must necessarily gain in the character of its teaching and in the intelligence of the methods applied by the very system of grouping. Much of the past teaching of arithmetic has been of small educational value, and has consisted in the main of dividing the whole subject into a long series of *rules*, each of which must be thoroughly mastered before another is introduced. The very isolation of one rule from the next condemns the method. For example, simple addition must be taught for a whole year before subtraction is touched upon. Again, pupils must spend months at long addition of money sums, each line of which is a millionaire's income, before the simplest problem in subtraction of money is attempted. Reduction of money, etc., must, it seems, be taught in an imposing series of rules of reduction ascending and reduction descending, each of which must be learnt by heart (save the

heart!) and mastered in its turn. Often I am told that the unitary method *cannot possibly* be taught in fourth standard or even in fifth; and I have more than once succeeded in raising a smile on the teacher's face by demonstrating to him that his own first standard pupils are able to work sums by this method *mentally* and without any previous instruction. There is plainly a widespread misunderstanding as to the general lines on which instruction in arithmetic to combined standards should proceed, the most common error being that the lower standard of the group will be expected to show equal proficiency with the higher standard at the end of the year. And here, again, the anticipation of formal and full examination is doing mischief.

As to co-ordination of the several branches of the School Programme, a good deal is being done. History and Health lessons are given in connection with the Reading lesson, and the Object lesson, in addition to these, is largely utilised for the purposes of composition. That the latter subject gains by the alliance there is no doubt, but the Object lesson frequently suffers, as the lesson is laid out too formally under prepared descriptive heads, which are suitable enough for the purposes of composition, but destroy more or less the heuristic character of the Object lesson. The Geography lesson, also, when intelligently given, affords valuable subject-matter for the composition exercise; and I am glad to find that some progress is being made towards a proper treatment of this subject, over which more time, perhaps, has been wasted, and *extravagantly* wasted, than over any other. As to definite *teaching* of composition in connection with the grammar lesson, it does not appear to strike the average teacher that one bears any practical relation to the other; except that the composition exercise is suitable material for another, known officially as correction of errors. It is to be regretted that such an exercise is laid down as a sub-head in the grammar syllabus, as it suggests, in my opinion, quite a wrong treatment in the teaching. I have found, almost universally throughout the Circuit, long lists of local vulgarisms and grammatical errors in common use suspended on the walls of the schoolrooms. The folly of this cheap advertisement of bad English is obvious. It is true that the corrected sentence often stands side by side with the incorrect one; but, as far as the memory of the eye is concerned—and that is the main consideration—the two sentences have equal chances of being retained in the mind of the pupil. The class exercises in correction of errors are often carried out in Aunt Sally fashion, a number of ugly grammatical solecisms being set up for the pupils to knock down: the aim is usually wide, and the firing somewhat wild. As the intention in introducing grammar into the school curriculum is obviously to secure correct speaking and correct writing, the aim of the teacher should be to apply measures of prevention rather than of cure. And for this purpose his best course is to give short lessons on the grammatical rules commonly broken—and they are

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very few—and then to give his pupils so many practical exercises, both oral and written, in application of these rules, that they will acquire *the habit* of applying the rules correctly. Correction of errors, it seems to me, is an exercise suitable and proper to all branches alike.

Proficiency.

Taking English as a whole, however, the teaching is on sound lines, and a creditable proficiency is reached by the time the pupil has passed through sixth or seventh standard. Written work is distinctly good in a large proportion of the schools, and although reading is poor in style, it is usually fluent. Much more, and much more varied matter is now read in the schools, both on account of Code requirements and of the frequent changes made in the series of Readers. But the traditional monotone is prevalent, and even in the best schools, with very few exceptions, the pupils read without any attempt at natural intonation of the voice.

Arithmetic is still taught in a mechanical way, but progress is more rapid than it used to be, especially in the junior standards; and in boys' schools, with two or more teachers, I usually find a moderate programme in Mathematics taken up in fifth and higher standards. The proficiency in drawing and singing is high in many of the schools. The use of the blackboard and of several excellent Drawing Series, published within the last few years, has had good results, and I seldom meet with bad drawing. The instruction given in elementary science is fair, on the whole. Where it is well taught the pupils take an intelligent interest in the subject, especially where they have proper facilities for experimental work. But this is where the carrying out of the Science programme frequently fails, as, more often than not, no time is given to the subject outside the time laid down for the teacher's demonstration lesson. Where elementary science does not form part of the course of instruction, Object lessons are given; but although elaborate preparation appears to be made for these lessons, they are seldom given effectively. The preparation is, I am afraid, more seeming than real, the teacher's notes being mainly transcriptions from text-books. These text-books are, of course, a useful and legitimate help to the teacher, containing, as they do, an amount of suggestive detail; but when the entire treatment of the Object lesson is taken bodily from the book, leaving out of consideration the valuable points of view which should arise in course of conversation between teacher and child, the lesson is bound to lose its heuristic character, and develop into a series of stereotyped questions and answers. I do not attach much value to the Object lessons given to the senior standards. They appear to be given under silent protest, and are planned out more as composition lessons than anything else.

Junior  
Assistant  
Mistresses.

There is a gradual improvement in the character of the instruction given to infants, and owing to the recent appointment of a number of junior assistant mistresses, it is sometimes found possible to isolate the work of the junior division

from that of the senior division, even in the small rural girls' schools. Most of these appointments have been made in girls' schools, but in Co. Clare there is apparently no opposition to the female teacher in the boys' school. In County Limerick practically no appointments have been made in boys' schools. The Convent Schools have supplied a considerable number of promising young assistants, who have had opportunities of observing infant school methods. Many of them, moreover, have attended special classes held by the Board's Kindergarten organizers; and the facilities thus afforded of seeing good infant school work done under satisfactory conditions have been of the greatest assistance to these young teachers. It is to be hoped that it will be found possible to continue these useful classes.

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As a general rule the services of the junior assistants are confined to the junior standards, for which they are made entirely responsible. This is a mistake, I think, as they could be more usefully employed during part of the day in superintending the work of the higher standards, while the trained teacher could take, say, the conversational exercises or the Arithmetic lessons of the younger pupils. The want of desks and suitable equipment, and, often, cramped space are serious difficulties; and until these are removed, the work of the junior assistant must remain deprived of much of its effectiveness.

In most of the Convent schools the younger children are receiving very efficient training and instruction in the infant schoolrooms, which are large, well ventilated, well lighted, and excellently furnished and equipped. In a number of these schools modern methods of infant instruction appear to have been closely studied and to have been in operation for some time. Exercises and occupations are carefully considered in relation to one another, and the teaching of reading and arithmetic is systematic and intelligent. Each week's work is planned out and prepared in minutest detail, and is developed as far as possible out of a central story forming the groundwork and material for instruction. The blackboard reading and word-building exercises are usually accompanied by suitable drawings in coloured chalk, so that during the entire week an illustrated story is before the eyes of the children, who in their varied occupations—drill, games, drawing, kindergarten, etc.—find themselves constantly in touch with one point or other of their story. The important place which is now given to schoolroom games, and the value which is attached to variety of occupation, and to the child's own handiwork and individual effort, are the most promising features in this section of the school work.

Infant  
Instruction.

On the subjects of proficiency and organisation the following remarks occur in Mr. MacMahon's report:—

"The proficiency of the pupils in this Section is generally good. The main branches, English (oral and written), arithmetic, singing, and needlework are, on the whole, well taught. Handwriting is much

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above the average. Arithmetic is, on the whole, good, though I have very often to point out the waste of time in keeping pupils far too long in the same rule, working away in a merely mechanical manner, and the need of more blackboard work and conversation between teacher and pupil on methods of working the various rules."

Proficiency.

"Most gratifying progress is being made in reading, the use of at least three text-books being now pretty general. Pupils are now being taught to acquire information for themselves by reading and not by learning every lesson by heart."

"Of the new subjects, the teaching of science, drill, and hand and eye work is generally unsatisfactory. But the improvement in composition, both oral and written, is very noticeable."

"The examination of the pupils by the teachers is badly done. Far too much time is spent on it. Some teachers informed me that they spent a week examining the pupils in schools of an average of less than 50. Grouping of senior pupils in reading, grammar, composition, drawing, needlework, and singing has produced very satisfactory results. Grouping in arithmetic has not been so successful."

And the following extracts are from Mr. O'Sullivan's report:—

"Generally speaking, the proficiency is good in this Section. There are 188 schools under my charge, and of these, 15 were reported as Excellent, 35 as Very Good, and 96 as Good. There is no school in the Section which could be described as bad."

"I notice a distinct improvement in composition since the Revised Programme was introduced. Teachers pay more constant and systematic attention to it."

"In the junior standards a good deal of concrete arithmetic work is done, and the pupils are being gradually trained to see that arithmetical processes are not mere mechanical operations."

"Singing is now taken up in most schools with more or less success. In the Convent schools and in some of the country schools, especially those taught by female teachers, it is particularly good."

"As far as my observation goes, I notice a decided improvement in the intelligence and smartness of the pupils since the introduction of the present system. The Clare children are naturally bright, and under present conditions, where more scope is given to the managers and teachers in the determination of the curriculum, they appear to be benefited by the change."

I quite agree with the views expressed in the last extract. One cannot but be impressed with the bright natural intelligence of the Clare children, and, to a lesser extent, of the children of Co. Limerick. With such excellent material to work upon, it is scarcely a matter for surprise that the efficient body of teachers at present serving in this Circuit have succeeded in raising the schools to a high standard of general efficiency.

Certificates of  
Merit.

I have frequently found, especially in the smaller schools, pupils kept for several years in sixth standard, regular promotion stopping at that standard. With a view to encouraging promotion into the higher standards, I have as often as possible called attention to the conditions under which the certificate of merit is granted; and I am glad to find that these certificates are much appreciated, and are being sought for in a gradually increasing number of schools. I have been able to award 73 certificates during the past year, the larger number of them going to ordinary schools.



In the Convent schools the training of monitors is now receiving very careful attention, and the Criticism lesson is well carried out. In some of the city schools the monitors prepare notes, not only for the appointed Criticism lesson, but for the entire class-work done by them from day to day. Saturday is devoted to this important work of preparation, and in addition each monitor writes critical notes of the last Criticism lesson given. I consider this a most improving exercise, even for the junior members of the staff, as, on the one hand, it keeps the young critics on the alert for the many mistakes into which the inexperienced teacher is liable to fall, while, on the other hand, the monitor in charge of the lesson, anxious to avoid the somewhat severe criticism of her fellow-workers, puts forth her best efforts for that purpose. One fault I have found with the general management of the monitorial staff in Convent schools, and that is its excessive employment in the infant school rooms, doing, in a more or less mechanical fashion, work which needs all the experience and skill of the trained teacher. But I am glad to say that this defect has been fully recognised by the conductors of the schools, and is being gradually removed.

Mr J.  
Munrar.  
Training of  
Monitors and  
Pupil-  
Teachers.

In the ordinary schools, too, both urban and rural, the monitors are an intelligent class, doing good useful work and receiving careful instruction and training. There are exceptions, of course, but the majority of those I have met show considerable promise as teachers.

I have suggested in the larger schools that intending candidates for monitorship should spend at least one year making definite preparation for the entrance examination, and that only these be permitted to compete for vacancies as they arise; or, in other words, that the syllabus of examination for candidate monitors be taken as the course of instruction for a section of the seventh and eighth standards. This suggestion has been carried out in some of the city schools during the past year, and with good results, a much better class of candidate coming forward this year than those I examined a year ago.

The majority of the monitors recently appointed in the city schools are appointed under the new rule 139 for a three years' period of service, but there was more difficulty in securing suitable candidates in the rural schools, and a number have been appointed under the provision of rule 142. No candidate monitors have come forward this year with Intermediate qualifications, but a good class of candidate pupil teachers was organised at the beginning of the year in the Limerick Model Girls' School, and a special word of praise is due both to the head mistress and to the class for the zeal and energy displayed throughout the year. The pupil teachers

Mr. J.  
Macmahon.

in the Limerick Model-Girls' and Infant Schools have given efficient service, and the greatest pains have been taken with their instruction and training.

Mr. MacMahon reports :—

"Monitors are fairly well trained in my Section. The chief defect in their training is that they do not get sufficient practical hints on methods of teaching. The criticism lesson has not been availed of to the proper extent. Object lessons are too often taken up for criticism lessons, so that I meet with many monitors who tell me they could not give a blackboard lesson on arithmetic or grammar, as they had never prepared one."

Optional  
Branches.

With regard to Optional branches, Mr. MacMahon reports as follows :—

"The optional branches taken up in my section were cookery, mathematics, and Irish. Cookery was taught in only two schools outside the Convent schools, in all of which it was regularly taught. Very satisfactory progress has been made in this most useful branch. Mathematics are taught in very few schools, but where they were taken up the work done was good. Irish is a very popular subject and taught widely throughout Limerick and Clare."

Irish.

And Mr. O'Sullivan reports of West and Mid-Clare :—

"Irish is taught in eighty schools, and mathematics in about the same number. The bilingual programme is adopted in only one school in the section, viz., Kibaha Girls' School. The locality is Irish-speaking, and both Principal and Assistant speak the language fluently. All the schools where Irish was taught as an extra have kept it on, in some cases within school-hours. In these schools the language is making very satisfactory progress. Where the teacher is a native speaker, and there are many such in West Clare, the teaching of Irish is a matter of little difficulty. Though Irish may not be the home language, yet the children hear it spoken sufficiently often to get a grasp of the pronunciation. The course taught is mainly that covered by Miss Borthwick's books, O'Growney's, and Doyle's. Dr. Douglas Hyde's books are also much used. In many of the schools where Irish is taught I have frequently listened to a lesson of half an hour's duration, when the only language used was Irish. This, I believe, is the proper course to follow."

While agreeing in the main with Mr. O'Sullivan's remarks on the teaching of Irish, my inspection of the West Clare schools, which is necessarily a more limited inspection than that of Mr. O'Sullivan, leaves me under the impression that the opportunities which the children have in many localities of hearing Irish spoken in their homes are not properly utilised either at the class-lesson in the school or in connection with home preparation. What is termed the Direct Method is but meagrely employed in some localities where this method would offer the least difficulty to the pupils. In the only parish in the Circuit in which bilingual instruction is given, a bilingual programme is in operation in a girls' school, while no Irish instruction of any kind is given in the adjoining boys' school. And in two other schools in the same parish the teaching of Irish was discontinued during the last months of the year, although a number of the pupils speak Irish, and one of the

teachers is a fluent speaker. The amount of local encouragement given to Irish in the schools appears to vary very much. In the County of Limerick the teaching of Irish is being pressed forward more systematically and with considerably more enthusiasm than in Clare, where so much real and lasting work could be done, while the language still lives in the homes of the children. It is a matter of surprise that there are not more applications for the Board's sanction to bi-lingual instruction in West Clare.

Mr. J.  
MURPHY.

There were forty-four evening schools in operation during the autumn and winter months. Of the Limerick section Evening Schools.  
Mr. MacMahon reports :—

"There were eighteen evening schools in my Section, of which the four most important were in Limerick City. The most useful work is done in the city schools, where the pupils come from the poorest and most uneducated classes, and have to work during the ordinary school hours in various employments. Many of them have learned to read and write in the evening schools. Cookery and Irish are the extras taught in the Girls' Schools, and History and Irish in the Boys' Schools."

And Mr. O'Sullivan reports of his Section :—

"As a rule, the work done was of a useful character. A few of the scholars who were illiterate at the beginning of the session were able to read and write fairly at the end. In most cases, however, those attending merely revived the knowledge they had obtained previously at day schools. But even in such cases I am of opinion that good work was done in this class of school. Irish was taken as one of the Advanced Subjects in many of them."

I have the honour to be, Gentlemen,

Your obedient servant,

J. MURPHY.

The Secretaries,  
National Education Office,  
Dublin.

TRALEE,

30th June, 1907.

Mr. DALY.

GENTLEMEN,

In the re-arrangement of Circuits from 1st April, 1906, this Circuit was made to include all the County Kerry, with, in addition, 8 schools in the County Cork, and 20 schools in the County Limerick. My connection and that of one of my colleagues—Mr. FitzGerald—with the Circuit, dates from this re-arrangement, so that my views, as here expressed, must necessarily represent only my observations during a period extending over little more than a year, and my report, so far as based on my personal experience, must necessarily be lacking in the most valuable feature associated with these reports—the record of comparative improvement effected in the various schools.

A line drawn eastward from Castlemaine Harbour practically divides the Circuit into its two sections, the northern, containing 187 schools, in charge of Mr. FitzGerald, and the southern, comprising 186 schools in charge of Mr. Weply. In addition, I have special charge of 18 schools, in or near the town of Tralee. There are thus in all 391 schools in the Circuit. Besides the 18 schools in my special charge, I have inspected for general report, 75 schools from my colleagues' sections, and I have visited a large number of other schools, though not perhaps—owing to the difficulties attendant on the configuration of the Circuit—so many as it would be possible to visit in a more compact Circuit. These difficulties will at once be apparent on a glance at the map of the County Kerry. Nearly half the area consists of mountain, bog, and waste. The numerous bays and fiords which deeply indent the coast necessitate much travelling to reach one point from another, though geographically these points may not be far apart, and railway communication is not always available, *e.g.*, there is a stretch of over 50 miles from Kenmare to Cahirciveen which is not served by any railway.

In some favoured spots throughout the Circuit the people are comparatively well-to-do, but necessarily there is much poverty, and there is much emigration.

School  
Accommoda-  
tion.

The Circuit is well supplied with schools. But very few, however, are superfluous. In a few cases recently, schools have been amalgamated, and in a few other cases amalgamation is indicated when the conditions governing such changes come into force.

In a great number of cases the buildings are suitable, and are kept in good repair. These conditions chiefly exist where schools are vested in the Commissioners. This is especially

the case in the southern section of the Circuit. Too many of the schools, however, are dilapidated. The decay due to time and weather is only counteracted by the most summary repairs, and not always even by these. In buildings of this class, roofs, glazing, eave-shoots, flooring, boundary-walls, offices, deteriorate from year to year. An appeal to managers, with few exceptions, is, generally speaking, met with a *non possumus*, a statement that no funds are available. Parents, even when well-off, are not willing to contribute to the up-keep of the schools. Their attitude in this is perhaps somewhat logical. The State undertakes to give primary education free to the children. It is but reasonable, from the parent's point of view, that the State should also see that they are properly housed during the hours of instruction. I am convinced that this unsatisfactory condition of affairs, as regards the necessary repairs of schools, not vested in the Commissioners, will continue unless a special fund contributed by the State, or raised by local bodies, is made available for the up-keep of the schools in each locality. Of course the Convent schools must be specially excepted. The condition of these buildings is invariably satisfactory. A further exception is noted by Mr. Welply, who writes :—

"In one parish a bequest is available for the repairs of the schools, and in another I am glad to find that the manager has instituted a local fund for this purpose, and has already executed much-needed repairs by means of it."

A number of buildings are unsuitable, and require to be replaced by new school-houses. In the great majority of such cases action has not been taken so far, owing to the cessation of grants in recent years. In my own special section of 18 schools at least 4 are most unsuitable. Two of these—Ballyroe and Derryquin—are unfit for their present or any purpose. Ballyseedy Boys' and Girls' are also most unsatisfactory.

Mr. Welply says :—

"Several schools require structural alterations or additional classrooms, and totally new school buildings are required for seven localities."

and Mr. FitzGerald writes :—

"It is imperative that new schools should be provided without further delay at Athes, Abbeyfeale, Ardamore, Brackluis, Dromtrasna, Moenkilly, and Lyreacrompane. A new school is also required at Gortnaskehi, near Ballyhunion."

As regards accommodation afforded, *i.e.*, floor space, the provision is, as a rule, adequate in the schools of this Circuit. There are, however, some large schools, notably some on the Dingle promontory, which are much over-crowded, and for which additional accommodation is urgently needed.

Mr. DALY.

In a large number of two-teacher schools, and in some with a staff of three teachers, all the school work has to be carried on in a single room. Should funds become available an effort will probably be made to have such rooms divided by partitions so that one teacher's work may not interfere with, or impede that of, his colleagues. Such a division will in most cases necessitate the construction of an additional fire-place, or other heating arrangement. In many cases, too, new furniture suited to the new arrangement will have to be provided, and in some such schools also structural alterations will have to be made in addition. For instance, many of the existing class-rooms are too small to accommodate all the pupils in charge of one of the teachers.

Furniture and equipment.

Except in the Convent schools, school furniture and equipment are, generally speaking, of a Spartan simplicity. I can recall only one ordinary school in which the character of the equipment roused me to enthusiasm. On inquiry I found that much that I admired there had been provided at the teacher's expense. In most cases the desks provided for the younger children are unsuitable.

Ordnance maps and globes are now being generally provided by the teachers. Maps are too often worn, torn, or mildewed owing to the dampness observable in many schools. New maps, it is true, are very frequently provided, but unfortunately this is almost invariably done at the teacher's expense.

Mr. Welply reports :—

"Generally speaking, the furniture and equipment are behind the times, and, except in a couple of the Convent schools, play-sheds are unknown, and appliances for physical culture are almost entirely to seek. The manager of the largest Boys' school, but one, in Co. Kerry, applied for aid to build a ball-alley, but no funds were then available for building purposes. I may note that the largest Boys' school in this county has a ball-alley."

And Mr. FitzGerald says :—

"The minimum equipment is provided in all schools, but a minimum is rather a low standard to rest satisfied with."

School plots.

In the schools of the Circuit which I myself inspected I cannot say that the school plots show much sign of taste. In a few, shrubs and plants are grown. A limited number of such plots are very nicely kept, but usually the school plots are weed-grown and unkempt. In the interior of the schools a few plants are generally grown in pots or boxes. Mr. Welply reports :—

"In most of the schools some attempts at window-gardening are made, and, in a fair minority, flowers and shrubs are cultivated in the school plots."

and Mr. FitzGerald says :—

Mr. DALY

"There is not, in general, much taste shown in the keeping or laying out of the school grounds. One occasionally meets with prettily laid-out flower-beds, but these are the exception. It would be well if the Board of Agriculture could be got to assist teachers with their advice through their instructors in Horticulture. There are many teachers to whom a few hints from experts would be useful. Though flowers are not often cultivated in beds, there are few schools in which there is not some window gardening, and I have frequently observed bunches of wild flowers in the hands of children on their way to school for the school table. This, as might be expected, occurs in connection with Girls' schools."

As regards cleanliness, the state of the schools is, on the whole, creditable. As a result of the introduction of "Health and Habits" as a Programme subject, I notice, especially in many Boys' schools, an improvement in personal cleanliness. The pupils in Girls' schools are superior in this respect.

Sanitation, generally speaking, is not satisfactory. I give my colleague's views on this point. Their experience coincides with mine. Mr. FitzGerald writes :—

Sanitation.

"I cannot speak in terms of praise of the attention bestowed on the out-offices. I have had to report some bad cases of neglect in this regard since I took charge of this section. It would appear that the sanitary authorities have begun to give more attention to the condition of these offices than has been the practice hitherto. There are some schools with out-offices in too close proximity, a few of the offices are in ruins, and there is one large school for boys and girls for which there are no out-offices provided."

Mr. Welply says :—

"I have frequently had to direct attention to maledorons out-offices, into the closets of which lime or peat-mould is rarely, if ever, put. This question of sanitation is on just as unsatisfactory a basis as the heating of the schools. It is somewhat of a hardship on the teacher to have to give practical attention to it, and no one else will do so."

The heating of the schools is not very satisfactory. The fuel used generally here is turf—often badly saved—burning in one large open grate, the heat being diffused but little beyond the immediate vicinity of the fire-place. Mr. Welply says :—

Heating.

"The heating of the schools continues to be for the most part unsatisfactory, depending, as it does very largely, on the casual contributions of the parents, the children bringing, in antiquated fashion, each a sod of turf to school in the winter mornings."

As regards school libraries Mr. Welply states :—

Libraries.

"There are very few school libraries, and some of these, so far as I can observe, are little availed of by the pupils, and contribute meagrely to foster in them a taste for reading."

and Mr. FitzGerald says :—

"Libraries are not common in my section. There are a few schools in which some good standard works have been collected. There are, however, few cases in which the pupils have acquired that degree of facility in reading which would enable them to use these books with profit. The Convent schools are an exception in this respect."

Mr. DALY.

Except that in a few schools poles and dumb-bells for drill have been provided by the teacher, appliances for physical culture may be said to be non-existent.

Teachers.

As a body, I find the teachers here intelligent and zealous, anxious to co-operate with the inspector, and anxious for suggestions. As, perhaps, is only natural, the teacher's performance as regards such suggestions does not always keep pace with his anxiety to receive them. In most cases, having for the longest and earliest period of his professional career, taught on other lines, he is not always convinced at first of the advantage and superiority of newer methods. The effect of settled habit is hard to eradicate. Even with the will and wish to improve he drops back unconsciously, from the very force of this habit, into the old groove. Hence the need for frequent repetition of the same suggestion, which is so discouraging when one loses sight of the explaining cause. Still it is wonderful how much some, and very often some of the older teachers, have effected. With nearly all, the tendency is towards improvement. A much more discouraging experience, however, than that referred to above, is that some of the younger teachers, fresh from the Training Colleges, do not begin, except after repeated urging—which, in their case at least, should surely be needless—to employ the better methods with which they should have been made acquainted in their training. There are, of course, some brilliant exceptions. In the case of a few teachers who, having spent some time teaching in England, have recently been appointed to schools here, I was much struck with the intelligent, and even brilliant, methods of working they displayed. I know of one such teacher who, in a short time, completely altered the whole character of a hitherto indifferent school.

Progress Records are, as a rule, kept with care. I find that it is not so easy to secure the keeping of a weekly synopsis or forecast of work, the truth being still that too many of the teachers do not yet think out beforehand and prepare carefully what they propose to undertake in any given period. On this point Mr. Weply's views are :—

"As a general rule, the teachers present me with many evidences of preparation for work in the shape of written notes, annotated text books, and weekly syllabus books. As to general reading, interest in local history and antiquities, etc., I have not been able to observe much evidence amongst them, but I trust a goodly number may be induced to join an Archæological Society about to be formed for the Co. Kerry."

Mr. FitzGerald says :—

"The teachers are, on the whole, a hard-working body. Their methods are not invariably the best, and, as is natural enough, they are not easily convinced that it is necessary to abandon the course they have pursued for years, merely because the new methods are strenuously advocated as better. I must bear testimony to the willingness of teachers to adopt newer methods when convinced of their utility, and the more skilful a teacher, the readier I have found him a co-operator."



The character of the attendance is the same as in past years—unsatisfactory. It is rarely much over 60 per cent., and is often much below that. Indifference of parents, poverty, employment of children in default of other available labour at farm and home work, and in carting to and from the numerous creameries established here, and the inclemency of the weather in winter on this exposed coast are, I should say, the contributory causes, and these causes may be considered as given here in order of importance. There were, moreover, epidemics of typhoid fever on the Dingle peninsula last summer and autumn, and a rather general epidemic of whooping-cough in the northern section of the Circuit, during the first quarter of the year, which affected the attendance of many schools. Mr. FitzGerald says:—

Mr. DALY.  
—  
Attendance.

“There is no marked change for better or worse in respect of attendance. The percentage remains much what it was, about 60 per cent., so that there is ample scope for improvement. The Compulsory Education Act of 1892, was in force only in the portion of the Co. Limerick included in this section, and has done good there. The Kerry County Council has just adopted the Act, and school attendance committees have been formed. It is to be hoped that the enforcement of the Act will improve the attendance. Complaints, well-grounded, are constantly made to me of the indifference of the parents to the interests of their children in this respect.”

and Mr. Weply says:—

“The percentage of school attendance is undoubtedly very unsatisfactory in general, and, broadly speaking, it is worst in the worst schools. I have been told that since the introduction of the Compulsory Education Act, into the Urban District of Killarney, the attendance of pupils in that town has increased. Perhaps, with the contemplated introduction of that Act, for the whole County, some improvement may be effected by effective enforcement of its provisions, but the Act admits of so many loop-holes of escape that one cannot be very sanguine of its success.”

As a rule pupils begin to attend school here about the age of five. In cases where the school is easy of access and close to their homes they attend at an earlier age. The age at which they leave varies with the various localities. Not many pupils of 15 years and over, comparatively speaking, are found on the Rolls. Intermediate schools for boys, as in Killarney and Listowel, and the Jeffers' Institute in Tralee, absorb some of the older pupils. There are also intermediate schools for girls in connection with some of the Convents.

The pupils are children of farmers, labourers, and fishermen. They are, too often, poorly clad. Numbers go barefoot, but this is in many cases from choice in the summer and autumn. They appear to be, generally speaking, hardy and healthy, but they are often, I fear, judging from their appearance, insufficiently nourished. I have observed but few cases of neglect as regards the children's eyesight, for the children here appear to be generally sound in this respect.

Mr. DALY,  
Proficiency.

While very few of the schools can be described as "Excellent," very few too, fortunately, are "Middling" or "Bad." The majority rank either as "Good," or "Very Good," but the proportion of schools which can only be graded as "Fair," is much too large. In the majority of the latter cases the low grading is not due so much to lack of ability or lack of activity on the teacher's part, as to a certain obstinacy—a certain passive resistance to the adoption of suggestions, more especially those contained in the "Notes for Teachers."

In such cases these Notes are not carefully studied, and the teacher's acquaintance with them is limited to those portions which have been repeatedly thrust on his notice by the Inspector in connection with the defects observed at inspection. And here, too, I am forced to express my surprise how few teachers, comparatively, avail themselves of the valuable aid afforded in these Notes for the teaching of Arithmetic. Considering its importance, I am of opinion that this subject is the least intelligently handled of all branches. Reading, within limits, can be described as very satisfactory. It is true that it is too often lacking in expression and in proper intonation, often too, the grouping is faulty. This is because there is too little active teaching, too little modelling. The teacher examines each pupil in succession. He passes over unnoticed, glaring faults of the type referred to above. It is with ever-increasing astonishment that I listen to lessons of this type, and listen to the teacher's only contribution—"Next boy"—when a pupil has completed his prescribed portion. And so such lessons proceed *da capo*. Yet, I am often agreeably surprised too to find how intelligently the pupils answer questions in explanation, not merely of the prescribed texts, but when tested in unseen matter. I have no hesitation in saying that the defects I have referred to could at once be largely removed by the proper application of analysis. It is not that analysis is not taught in our schools. It is taught, often very carefully. Two, three, or more half-hours per week are devoted to its teaching. Special sentences are culled to illustrate the various difficulties, but it ends there. In a word it is not recognised by the teachers that analysis is ancillary to the proper teaching of English, oral and written. In other subjects, too, this same failure to recognise how one branch is subservient to, and helpful of, another, is frequently noticeable. For instance, mental arithmetic generally, as taught, has no hearing on the formal arithmetic lessons. The questions in the former are not illustrative of, and do not lead up to the matter taught at the latter, and again I frequently see the drill lesson gone through in the playground with energy, spirit, and success, but at the succeeding and other lessons in the school the pupils are permitted to move like a flock of sheep, to seat themselves anyhow in the desks, and to loll and talk, not merely in the latter, but in the classes directly under the teacher's supervision.

On this point, too, I am compelled to say that most teachers could do more to enforce habits of attention, and to train themselves to a general vigilance over the school as a whole. It is

but natural, I admit, that a teacher should tend to become absolutely absorbed in a class he is actually teaching, but this does not represent the fullest development of teaching power. One of many illustrations of the point I am now dealing with occurs when a class is set to silent reading. The pupils will be generally seen to be conversing furtively. Yet silent reading is an exercise which, with its sequel of examination on the matter read, could be made a most useful help in training pupils in the habit of reading for themselves, and in cultivating a taste for reading.

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Silent reading.

As regards this, Mr. FitzGerald writes :—

“Much more could be made of the practice of silent reading if the pupils were trained to read for the sense of the paragraphs, and to examine themselves as they go along. The teacher should prescribe reasonable portions to be read, and should invariably examine on the lesson before sending the pupils to new work. . . . He should also teach his senior pupils how to use dictionaries.”

The character of history and geography teaching is disappointing. The latter is still merely confined to map-pointing, and the lessons in the former are not summarised, and even in this land, teeming with historical interest, it is rare to find any child who has any acquaintance with the stirring events which have rendered his own neighbourhood famous.

History and geography.

A very gratifying feature is the marked improvement in both oral and written composition. In many cases most meritorious exercises are worked in the latter, and I have often been struck by their originality. Moreover, the connection between the two is being recognised, and the latter form is often skilfully led up to through the former. Some teachers shrink yet from getting the junior standards—second and third—to express themselves in writing. Many, however, have been converted on this point with gratifying results.

Composition

The school exercises are, as a rule, corrected with care by the teachers, and they are usually executed with fair neatness. I would except the exercises in arithmetic, however, which are too often slovenly and wasteful of space. Also one finds less useful written exercises too frequently, such as transcription, lists of difficult words, and badly selected parsing exercises. I often find “the,” and “is,” and “of,” etc., parsed fully several times in one exercise. Still the useless character of such exercises is beginning to be more generally recognised.

What I have remarked above in regard to the teaching of Arithmetic can be here best illustrated by extracts from my colleagues' reports. Mr. Weply says :—

“Arithmetic receives a good deal of attention, but mental calculations are not adequately taught, many teachers taking these as almost a distinct branch of learning, and not availing themselves of the manifold opportunities offered for mental exercises by the working of any ordinary sum.”

Arithmetic.

Mr. DALY.

Mr. FitzGerald writes :—

Arithmetic.

"The teaching of arithmetic is too mechanical, and it is confined, at demonstration lessons, to the dictation of test questions, and checking of pupils' answers. This is not teaching arithmetic; it is examining. The time devoted to this is out of all proportion to its utility, and reduces the time for teaching proper to practically nothing. In this connection I regret to say that, not only in the inferior types of school, but in many marked 'Good,' I have seen very little evidence of careful study of the introductory remarks on arithmetic in the 'Notes for Teachers.'—'The presentation of arithmetic to the minds of the pupils in such a way as will secure the best mental training must be regarded as the most important of the teacher's aims when giving lessons in this subject.'"

Drawing,  
singing,  
elementary  
science,  
needlework.

Drawing and singing are taught in most schools, generally with fair success. But few schools are equipped for the teaching of elementary science. As regards needlework, I think that, on the whole, the teaching of this branch here is not sufficiently thorough. It is very rare indeed to see a collective lesson given to a class. The pupils are merely set to sew during the needlework hour. Often while they are sewing the teacher attempts to teach some other subject. If she does give her attention to the sewing class, her instruction is limited to taking the work from individual pupils in succession and completing herself a small portion of the task in hand.

Infants.

I regret to say that the importance of the proper training of infants has not even yet been generally recognised. There are many exceptions to this, but they are in the minority. In too many of the schools all the old faults in, and all the old neglect of, the training of these younger children—so frequently referred to in detail—still obtain.

Object lessons.

Again, though object lessons are generally taught, they are rarely effective. It is quite usual to find a teacher, when teaching an object lesson to a division consisting of infants, I. and II. standards, to address himself entirely to the pupils of the higher standards, and to neglect the infants entirely throughout the lesson. My colleagues' reports go to show that their experience on this point has been similar to mine.

Mr. Welby says :—

Infants.

"The teaching of infants cannot be said to be satisfactory in many of the ordinary schools, though in this respect the Girls' schools are in advance of those taught by men. The old practice of keeping even highly promising children reading an Infants' primer until they are nearly eight years of age, is still obstinately adhered to by many teachers, and I draw attention from time to time to aggravated examples of this. Skilful training in those years of a child's school life should result in the child being able to talk clearly, distinctly, and in simple, grammatical language, to use his hands deftly, and his eyes intelligently, should lay a solid foundation for all his future learning, and should, so to say, provide him with a secure starting point for his scholastic career. But what do we find in actual practice, so often? We find pupils forced from year's end to year's end to spell words off a tablet with the aim of teaching them to read, the dreary monotony of which is fairly appalling. . . . Object lessons are universal, but it is only here and there that one hears a really good lesson of this kind."

Mr. FitzGerald says :—

Mr. DALY.

“The infant pupils are allowed to read the lessons over and over again in a monotone, and are not interested in the matter. . . . Object lessons are taught, but are not calculated to sharpen the senses or to make the children take a deeper interest in things animate or inanimate. The object lessons I have seen are of two types. In one the child takes an object in its hand and proceeds to tell whether it is hard or soft, rough or smooth, its colour, taste, smell, etc. In the other, the child proceeds to describe an animal, and gives the fullest details as to the number of eyes, ears, legs, tails, etc., with which it is endowed. The method of examination adopted in the first type would have nothing objectionable about it if it were legitimately practised, but it wins condemnation rather than approval when abused, as it invariably is. The object of the teacher apparently is to teach the children by constant repetition to repeat a number of sentences containing the information as to taste, colour, form, etc., in a definite form of words, and, when all the pupils can do this, it is then supposed to be time to proceed to the consideration of a new object. The lessons of the second type are too puerile to merit serious notice. Better no object lessons than wretched substitutes of this kind. Object lessons are, of course, well taught by some teachers, but I speak of those types which are most general.”

At the outset the system of grouping standards encountered strong prejudices, especially on the part of the parents. The latter, remembering their own school-days, were accustomed to gauge their children's progress by their advancement to a higher book each year. This prejudice, I am aware, still exists, and it is to the teachers' credit that they have loyally combated it. In nearly all schools the grouping of standards is now adopted in accordance with the Programme suggestions. Where it has been adopted it has had a marked effect on the success of the school. The very few schools in which its adoption has been resisted lag far behind similarly staffed schools in which grouping has been given a fair trial. Organization

It is very gratifying to find that criticism lessons are generally and regularly taught to monitors in accordance with the instructions in Schedule IX., page 73 of the Code for 1906. I have assisted at quite excellent lessons given by junior monitors. I find, too, that these lessons have developed confidence in the members of the junior staff. The monitors examined in Practice of Teaching recently gave evidence of the advantage of such training, and the criticism lessons are useful to the teachers themselves, as they are thereby necessarily led to the consideration of the best methods of presenting instruction. Criticism Lessons

Irish and Mathematics are practically the only optional subjects taken up here. It is only very rarely that one finds any intelligent instruction given in the latter. I base this statement on my own experience and that of my colleagues. Optional Branches.

The portions of the Circuit in which all the inhabitants, including the children, and not merely the older people, are native Irish speakers, are—in the northern section—that

Mr DALY.

portion of the Dingle promontory west of a line drawn from Annascaul to Clahane; and—in the southern section—in certain districts in the neighbourhood of Caherdaniel, Waterville and Ballinskelligs. In all the schools in such neighbourhoods the Bilingual Programme ought to be introduced. In some it has already been adopted. In certain others, I am informed by the teachers that the opposition to its introduction comes from the parents, who are anxious that the children should obtain a sounder knowledge of English than it was their own fortune to acquire, and who fail to recognise that the best, and, indeed, the only means to secure this, is by the help of the Bilingual Programme. Such opposition is, however being gradually overcome, and in a short time I hope to be able to report that, in all the schools for which it is suitable, the Bilingual Programme has been introduced.

Evening  
Schools.

There were only four Evening Schools in operation in the Circuit during the Session 1906-7. All of these were inspected by Mr. FitzGerald, who reports:—

“The three Evening schools in the northern section had no feature of special excellence. I inspected an Evening school at Caherdaniel, in the southern section, where Irish was taken up as a special subject, and I was much struck with the creditable proficiency of the pupils, both in Irish and in the English course which they had studied.”

I am, Gentlemen,

Your obedient servant,

LOUIS S. DALY.

LONDONDERRY,

6th July, 1907.

GENTLEMEN,

Mr.  
CHAIRMEN.

In accordance with your instructions I beg to submit a General Report on the schools of the Castlebar circuit for the year ended the 30th June, 1907.

The circuit embraces the greater part of Co. Mayo, a small portion of the north-west of Co. Sligo, and a small strip of Co. Galway lying south of Killary Bay. Roughly speaking, it covers an area of 2,000 square miles.

Every variety of soil is to be met with, but mountains and moorland predominate.

The south-eastern and north-eastern parts contain large tracts of fertile land, interspersed with bogs, and support an average population. In the district in which Foxford, Swinford, and Kiltimagh are situated the soil is poor, the farms small, and the population dense. Along the northern coast the country is an elevated moor, relieved by a few mountains, while the districts lying west of Loughs Conn, Cullen, and Mask are wild and mountainous, and in general thinly peopled, except along the sea-coast. A small woollen factory in Foxford, and a few lace schools, give some employment, but the principal industries are farming and fishing.

There are 400 schools in the circuit, 66 of which are vested in the Commissioners of National Education, 223 in trustees, and 111 are non-vested. Many of the buildings vested in the Commissioners are old, but they are generally in good or fairly good repair. One has been condemned, and a new vested school-house to replace it is almost completed. In many of the others the sanitary arrangements are defective, the offices being too close to the school, or of a very unsatisfactory type.

The schools vested in trustees are, with a few exceptions, good buildings of modern date, but they are not kept in proper repair, the explanation usually given being that there are no funds for the purpose of effecting repairs. There are few of these schools where signs of neglect are not visible in the form of patches of plaster off the walls, gates and doors damaged or off the hinges, eave-runs broken, parts of the boundary walls fallen or roughly rebuilt, window frames in need of paint, latches broken, etc. The offices are usually suitable, but they are not duly looked after, and frequently remain for long periods without being emptied. There is seldom any provision made for checking the offensive odour emitted from them.

A large number of the non-vested school-houses are in a very unsatisfactory state, being overcrowded and unsanitary. Few of them have suitable playgrounds, and many have no offices. At least half of these houses require to be rebuilt, and in most

- Mr. CHAMBERS. cases managers are prepared to undertake this duty. In many cases applications for building grants have been made years ago, but, as no funds were available, nothing has been done.
- Distribution of schools. Eight new schools are required in remote localities where no school at present exists, but, with these exceptions, the circuit is sufficiently supplied with National schools.
- Accommodation afforded by school-houses. The schools are usually placed at a considerable distance apart, so that I am not aware of any one that could be dispensed with, but there are several cases where the attendance at boys' and girls' departments in the same building is so small that, in the interests of education, amalgamation is desirable.
- Furniture, &c. There are a few schools that are greatly overcrowded, but these are usually old buildings that will, I hope, soon disappear. In most of the schools the accommodation is sufficient if the estimate of 9 square feet for each pupil in average attendance is taken as the basis, but, if it is calculated on the scale of 10 square feet for each unit of the mean between the average number on the rolls and the average attendance, at least one-third of the schools would be over-crowded.
- Furniture, &c. Except in the one-teacher schools, there are few schools in which a separate room is provided for each member of the teaching staff.
- Furniture, &c. The desks in the rural schools are invariably of the same size for pupils of all ages, and, although they are usually of good quality, the quantity is frequently insufficient. In some instances the supply of maps, blackboards, and easels is inadequate.
- Cleanliness, &c., of school-rooms. There is great difficulty in getting the children to provide themselves with the necessary supply of books, so that it is not unusual to find less than half the division provided with class readers. The same remark applies to copy books. As the people are very poor, the small sum of money required to purchase school requisites for the children is frequently not forthcoming when required, so that children are often idle. Until school requisites are provided for the children free of cost in poor localities, full advantage cannot be taken of the instruction given in the schools in such localities.
- Cleanliness, &c., of school-rooms. Free grants of science apparatus have been made to a few schools, and a few teachers have provided a stock at their own expense, but the number of schools in which science is taught is not large.
- Cleanliness, &c., of school-rooms. With a few praiseworthy exceptions the schools are not kept clean enough, and the school tablets and wall pictures are usually arranged in a most inartistic manner. Since the introduction of Hygiene into the school curriculum, there are, however, indications of improvement in the cleanliness and tidiness of the school premises, the floors being more frequently washed, and the furniture better dusted.
- Libraries. Very little has been done in the way of providing libraries, except in a few of the town schools.



The fires are seldom lit sufficiently early to have the school-room comfortable for the children when they arrive. In rural schools this is largely due to the fact that the fuel is provided daily by the pupils, and, as the supply is consumed on the day of its arrival, there is no material for the following day's fire until it is brought by the children. This antiquated method of providing fuel results in the heating being most defective on cold, wet days, when a good fire is most required, as the attendance on such days is naturally small and the "turf" supply consequently limited.

Mr.  
CHAMBERS.  
Heating.

Flowers are extensively grown in the school windows, but there is little taste displayed in their cultivation, so that they seldom add much to the appearance of the room: in some instances they are allowed to grow to such a size as to interfere with the light and ventilation. There are now very few attempts at ornamentation of the playground, but this is mainly due to the fact that, unless the teacher lives beside the school, flower plots are destroyed outside school hours.

Window  
gardens.

The teachers, as a body, are industrious and conscientious in the discharge of their duties, and the great majority of them are fairly qualified for their positions. There are a few who, although hard-working, produce poor results, as they have no aptitude for their profession, but the number is not large, and is gradually diminishing. The work of many of the teachers would, however, be greatly improved if they devoted more time to the study of good books on method of teaching, and to preparation for their work. In both these respects there is room for considerable improvement.

Teachers.

About half the teachers have been trained, and in about half the schools the proficiency is "good" or "very good," while in about 12 per cent. it is worse than "fair."

The teachers who have recently been trained are qualified to teach drawing, science, and object lessons, and, in most cases, singing.

Many of the teachers have had no opportunity of attending classes in these subjects, consequently their work in them is often indifferent. Some have, however, made themselves qualified to give valuable instruction in these subjects.

As there are few residences attached to the schools, the teachers' time for preparation for their work, and their efficiency are, in many instances, interfered with by the long distances they have to travel daily to and from their schools. The majority of these teachers are women. To walk or cycle from 3 to 7 miles in the wet, stormy weather so common in Mayo, before arriving at their school must often cause the teacher to arrive late, and to enter on the day's work in a more or less fatigued state.

During the past twelve months the attendance has not varied much from that of previous years, and is still very unsatisfactory.

Attendance.

In only about 40 per cent. of the schools did the average attendance amount to 60 per cent. of the average on the rolls,

Mr.  
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and in nearly one-third of the schools the average attendance was less than 55 per cent. of the average on rolls.

Attendance.

As may naturally be expected the worst attendance was at the inefficient schools, and the appointment of a young, energetic teacher to a school has frequently a marked effect on the attendance. The irregularity of the attendance is, however, largely due to the necessity of employing the children at farm work during a great part of the year. The soil is so poor that it is incapable of supporting the inhabitants of the country without external assistance, consequently, the young people—both boys and girls—migrate annually to England and Scotland during the farming season. Even young girls in third standard from Achill and Erris go over to Scotland in the summer to work, returning home again towards the end of the year. While these people are absent the school-going children, if at all fit to work, have to take their places on the farms.

From this cause many rural schools become in summer little more than Infant schools, the senior standards entirely, or almost entirely, disappearing. The lace schools that have recently been established also interfere with the attendance at the National schools. These schools afford profitable employment to the girls who are enrolled in them. It is true that only girls who have reached the age of 14 years are admitted to these classes, and most country girls have finished their school-going life at that age, but numbers of the younger girls stay at home and work all day at the plainer parts of the lace.

The attendance during the winter months is very large, and the schools are then frequently overcrowded.

In localities where a school is not distant the children begin to attend it as soon as their names can be placed on the rolls, that is, at 3 years of age, but, where they have a considerable distance to walk, they do not enter on their school life until two or three years later.

Most of the children leave school as soon as they have reached 4th standard, which is about 13 years of age, and there are only about 15 per cent. of the pupils at the schools in standards above 4th.

Although many of the children are badly fed and poorly clad, they enjoy good health, and seldom show any signs of disease.

Teaching of  
infants.

The infant departments of most of the Convent schools have been organized during the past twelve months. Though some of the work is still done in these schools in a rather imperfect fashion, there has been a marked improvement in all since the organizer's visit. The week's work is drawn up beforehand, and based on the story told on Monday morning.

The system has increased the children's interest in their work, and has shown a tendency to improve the attendance. Many of the Junior Assistant Mistresses, who attended the organizer's lectures, have attempted to work on the same lines. The circumstances of the rural schools do not, however, help them to carry out the system fully, and it has to be modified

to such a degree as their other duties, and the equipment of the schools, permit. In the ordinary schools some of the infants are incorporated with the first standard, and follow the course prescribed for that standard. The younger and less advanced infants receive special attention in English and arithmetic, but are grouped with the remainder of the first standard children during the instruction in the other subjects.

Mr.  
CHAMBERS.

A tendency still prevails of retaining the pupils too long in the junior standards. This is particularly the case in schools in which the infants are not efficiently instructed. This habit ultimately lowers the classification of the school, and hence lessens its value as a source of education for the locality.

The grouping of standards for collective teaching is now extensively practised in all subjects except arithmetic. In singing, drawing, drill, and object lessons, it is universally adopted, and to some extent in reading, grammar, and geography. Although the standards are grouped during the time devoted to historical and story Readers, in many schools I have found each standard using a separate literary Reader. The usual explanation is that, unless the pupils are promoted each year to a higher Reader, the parents conclude that they are making no progress, and, consequently, withdraw them from school.

Organization.

There are few schools in which Progress Records are not kept, and posted up at the end of each month, although the entries in them are sometimes too indefinite.

The general proficiency in reading is fairly good. Most of it is accurate and distinct, the chief failing being want of intelligence and expression. Recitation of poetry receives too little attention. There is, as a rule, a reasonable knowledge shown of the words and phrases used in the lesson, but the idea of the pupils on the subject matter are frequently vague. The reading lesson would be more interesting and profitable if a series of readers were adopted that treated of subjects with which the children are familiar. The advantages accruing from the adoption of rural readers in a completely rural district appear obvious, yet this matter appears to have been hitherto overlooked. The pupils are familiar with the terms used, and the occupations described in the lessons. The subject matter naturally interests them, hence they can understand the lessons more easily, and read them with greater intelligence and appreciation. Valuable information which would be useful to children in after life might also be obtained from the study of such books. Farm operations, features of country life at different seasons of the year, the management of poultry and cattle, are the most suitable and useful topics on which to train country pupils. By the time their school life has ended many country children have not acquired the power of describing in correct language the avocations with which they are quite familiar.

Reading.

The story readers are often well selected; in other cases they are too brief and elementary.

Mr.  
CHANCELLOR.

History is generally confined to the History of Ireland, one of Dr. Joyce's books on the subject, or Mrs. Gwynn's stories from Irish History being most commonly used. The subject is not systematically taught, and pupils seldom show an accurate or intelligent knowledge of the portion read.

Lessons on "Health and Habits" are now regularly given, and will doubtless in time bring forth good fruit.

Penmanship.

Penmanship is "good" in most schools, and "very good" in a large number. There is no reason, however, why it should not be "very good" in all, as defective writing is due to want of skill or attention on the part of the teacher. The use of headline copies has been discontinued in many schools.

The quality of the written exercises is in general "fair." There is often a lack of neatness and method in the arrangement and general style of the work done, especially as regards the arithmetical exercises, and the amount of this work is sometimes meagre. The same books are often used for home and school exercises, and this arrangement gives them very frequently an untidy appearance.

Composition.

No subject of the school programme requires more careful teaching than composition, and this is very often not forthcoming. The letters, even of the highest standards, are often very inferior both as regards form and punctuation, while the paucity of the pupils' ideas, and the want of sequence in their arrangement, are very visible, and especially so in attempts at Essay writing. Oral composition also receives, as a general rule, insufficient attention.

Arithmetic.

The proficiency in arithmetic is, I believe, improving, but too much attention is still given to merely mechanical work. The irregularity of the attendance prevents the attainment of high proficiency by many of those in the senior standards, but the increase in school staffing, so that most of the schools have now two or more teachers, should render possible a more intellectual and thorough treatment of the subject. In the junior standards the pupils should be accustomed to a greater variety of questions so that their thinking faculties may be exercised: and in many schools there is not a good foundation laid as regards Notation and Tables.

Geography.

The proficiency in geography is only moderate, and the instruction in it is seldom made interesting and attractive. A scale map of the locality generally hangs in the school, but it is often left wholly unused. Even of the map of Ireland the children often know very little, and, of course, of any other map, or of the geography of any other country, they know still less.

Grammar.

Owing to lack of preparation, the sentences for analysis are usually taken at random from the reading book, so that there is no sequence in the lessons, with the result that the teaching is seldom effective.

The tabulation and correction of local vulgarisms receive little attention.

Freehand drawing is now universally taught, and the proficiency in it is usually "fair," and sometimes "good." The only other branch of the subject that is attempted is scale drawing, and that only in a few schools. Many of the teachers have received no instruction in drawing, but better results would be achieved if they practised the subject themselves to a greater extent, and made fuller preparation for the lessons.

Mr.  
CHAMBERS.  
Drawing.

The class or division at drawing often receives very little supervision, and the rubber is frequently used to excess.

Singing is taught in most schools with considerable success, but it is only in the larger ones that the full course is taken up. In many schools there are no charts, so that the modulator is the only equipment for class teaching.

Singing.

Very little has been done regarding the teaching of elementary science, only a few schools have received grants of apparatus, and the teachers evidently attach little importance to the subject.

Elementary  
Science.

Many of the teachers have not undergone a course of instruction in object lessons, hence their failure to make them interesting and profitable. Individual lessons are sometimes good, but I seldom see a definite scheme for the year's work drawn up in advance, and there is frequently no regard to sequence in the lessons. The number of lessons given is often very limited, and these are not connected with the rest of the school work, and the pupils' own experience. Frequently the lesson consists merely of a statement of the chief features or uses of an object repeated over and over again until the time assigned for the lesson has expired.

Object lessons

Manual instruction is usually well carried on in Infant schools, and in schools with an Infants' department. A little is done in those schools in which Junior Assistant Mistresses have been appointed, but in these cases the appliances for teaching the subject are inadequate, being limited to a few boxes of cubes, some sheets of paper for folding, and some beads or sticks.

Manual  
Instruction.

There are 56 monitors and 2 pupil teachers in the circuit, most of whom are engaged in Convent schools. Where there are a number of monitors in the same school their instruction is carefully attended to, and the criticism lessons regularly given. In the rural schools in which only one monitor is employed the answering at the examination on the special course would frequently point to the conclusion that the progress made by the monitor is due more to private study than to the instruction given by the teacher, and the value of the criticism lesson in such schools is often very mediocre, the remarks of the teaching staff being so very brief, vague, or purely laudatory as to be practically worthless.

Monitors and  
Pupil  
Teachers.

Although the three-year system of monitorship has only recently been adopted it is already giving indications of its

Mr.  
CHAMBERS.

beneficial effect on the attendance in the senior standards. It provides almost twice as many vacancies as the old system, and the candidates are drawn from higher standards than those which supply monitors who have to serve five years. The new system thus improves the attendance in the very highest section of the school where attendance is prone to be slackest, and where the work done by the pupils has the highest educational value for themselves. The monitors under the five years system give more trouble than assistance to the staff. Time and energy have to be spent on their instruction which is not compensated for by the trivial work they can do in the school during the first two years of their service. The three years' monitors are more mature: they are more competent to instruct and control classes: and they can generally give efficient help from the first day of their appointment.

So far the decrease in the initial salary of the teachers does not seem to prevent the children of the more well-to-do parents from competing for the position of monitor, so that there is usually an abundant supply of suitable candidates for a vacancy.

Mathematics.

One or both branches of Mathematics are taught in most schools in which two teachers are employed, but in many cases the course done is of a limited extent. The teaching of this subject renders a school popular, and contributes to improved attendance. Country parents have great respect for the teacher, and a high opinion of the school in which Mathematics is taught, consequently they send their boys more regularly to such a school, and make less difficulty about allowing them to continue their attendance till they have completed their course in the standard in which this subject is taught. In the programme of examination for scholarships issued by the Mayo County Council an important position is allotted to Mathematics. The school which succeeds in gaining a scholarship for one of its pupils wins its way at once to high favour in the popular estimation.

Irish.

Irish is taught in a large number of schools, but many of the teachers have not a good knowledge of the subject, and, except in the few schools where it is the natural language of the pupils, little progress is made, especially as very few pupils remain long enough at school to get through a useful amount of the work.

French and  
cookery.

French is taught in two schools, and Cookery in most of the Convent schools, and in one girls' school, with satisfactory results.

Evening  
schools.

Forty-four Evening schools have been in operation during the past session. Most of them are situated in the parts of the circuit in which oral Irish is extensively used in daily life. The opportunity of improving their knowledge of the mother tongue is the chief attraction of the Evening schools for the

young men and young women of such localities. Many of the pupils attending these schools also take a deep interest in the study of Irish history. Comparatively little importance seems to be attached by the majority of the students to the other branches. In a few schools a course comprising only English and Arithmetic was taught. In three of them it would have been practically impossible to add special branches to the ordinary curriculum. The circumstances of the locality in which these schools are situated are so unfavourable to attendance at day schools, that the population, adult and adolescent, is but little raised above the merest illiteracy. One of the schools is in a remote fishing village: the two others lie in congested areas where the fathers and grown sons have to supplement by their labour in England the miserable return of their rocky and ungrateful little holdings. Many of the younger women of these areas intend to emigrate, and are the most zealous attenders at the Evening schools. After two or three sessions they succeed in learning to read tolerably well, and to make an attempt at such simple letter writing as would keep them in correspondence with their relatives at home.

Mr.  
CHAMBERS.

Most of the schools are under clerical management, and either the Manager or his Curate visits the schools regularly, but there is only one parish, Kiltinagh, in which, so far as I am aware, local examinations are held. The Very Rev. Denis O'Hara, P.P., aided by his Curate, examines all the schools under his management towards the close of the school year. The day of examination is fixed, prizes are distributed, and the examination is a kind of local fête for the children. Parents and pupils follow the examination with the liveliest interest, and the prizes are jealously coveted. The value of these examinations for securing good work from the teachers, and good attendance from the children, is very high, and it is to be regretted that a custom which is such a desirable supplement to the present system of inspection is not more widespread in the circuit.

Managers.

I am, Gentlemen,

Your obedient servant,

J. CHAMBERS,

*Senior Inspector.*

The Secretaries,  
National Education Office,  
Dublin.

1 ZION ROAD, BATHGAR,

1st August, 1907.

Mr. LEHANE,

GENTLEMEN,

In compliance with instructions, I beg to submit the following Report on the instruction given in Irish in National Schools during the year ended 30th June, 1907.

The Midlands and East of Ireland have been under my special charge, and in this section I have visited about 250 schools in which Irish is taught. I have also, during the year, visited schools in Donegal, Cork, and Kerry, including 10 schools in which the Bilingual Programme was adopted, and 20 Evening schools in which Irish was taught.

My other duties during the year included the preparation of examination papers, the marking of exercises, the oral examinations of teachers, King's scholars, and candidates for King's scholarships; and a variety of correspondence.

Other Inspectors have inspected Irish classes during the year. Of these, Messrs. FitzGerald, Duffy, and Mangan, have kindly supplied notes on matters, in connection with instruction in the subject, that came under their notice.

The withdrawal of the Extra fees for the instruction given in Irish, first announced in 1905, has had an injurious effect on the teaching of the subject, during the year recently ended. The restoration of fees, on a small scale, announced in spring or summer of 1906, has not been sufficient to counteract the effect of the 1905 departure. The subject is still taught, perhaps, as generally as it has ever been, but the teaching is not, in many cases, systematic and regular; in some cases it is merely nominal. Several teachers did not seem to be aware, until portion of the 1906-7 school year was spent, that any fees were payable for instruction given in Irish. Again, many who were aware of the restoration of fees, did not, because of their trifling amount, think it worth while to comply with the conditions necessary to entitle them to payment of these fees. More than one teacher has stated that the fees payable would not compensate him for the time spent during the year in keeping the required record of pupils' attendances. What has happened then is, that Irish is now taught in a large number of schools, usually outside attendance hours, as a voluntary subject. Teachers claim no monetary requital, and expect neither official praise nor official censure for this voluntary work. The result is that the instruction given is, in numerous instances, subordinated to the instruction required in subjects that are not voluntary, and whose teaching may entail official praise or official censure. Instruction which is merely voluntary, whether in this or in any other subject, will not, in the present full state of the School Programme, continue to be effectively given.



Referring to the unsettled feeling amongst teachers of Irish, during the past year, Mr. Duffy writes :—

Mr. LEHANE.

"I met about 50 such (Irish) classes, but there were only two in which the teacher asked for an examination for fees. . . . In the great majority of schools, the teachers had not made up their minds as to whether they would teach Irish for fees or not. The reason always given for dropping Irish was that they could not find room on the Time Table for the subject."

While Irish has not, in many cases, been taught as systematically as formerly, it should be noted, however, that the *method* of teaching the subject has materially improved. Conversation in the vernacular, during the Irish Lesson, is now quite common; and the tendency amongst teachers and pupils to use the language both during and outside the time devoted to instruction in it is increasing. On this point, Mr. Duffy remarks :—

"Speaking Irish at Irish class was regarded as an innovation some years ago, but during the past year even teachers with a meagre spoken knowledge of Irish did their best to carry the principle out. The extent to which it was carried out depended on the locality, the previous knowledge of the pupils, and, above all, on the teacher. In good schools, in the cities of Cork and Limerick, and even in the Leinster counties, I found it possible to examine classes almost entirely in Irish. . . . The two circumstances which seem to go towards making a good teacher of Irish are, (1) good general training, (2) interest in the language. Where to these is added a good spoken knowledge, the results are equal to anything that is to be seen in language teaching in Colleges, and in a very different plane indeed, from what it was formerly in primary schools."

Referring to the popularity of Irish with pupils, he says :—

"With the pupils, when well taught, it is probably the most popular literary school subject. Whenever a teacher told me that the pupils did not like Irish I usually found that it was the teacher who did not like it, but would wish to drop it."

The Bilingual programme has been adopted in about 40 schools. Nearly one-half of these is in the County Galway, about a fourth is in Kerry, and the others are in Mayo, Cork, and Clare. One might expect that the number of schools adopting this programme should be larger; the districts to which it applies are, however, remote, and the conditions accompanying its introduction are not often easy of fulfilment. During the year I inspected and reported on nine of the above-mentioned 40 schools. On the whole, I found that good work was done, and that teachers and pupils felt pleased with the course of instruction followed. In these schools English was taught through the medium of English, and Irish through the medium of Irish. Moreover, where the teachers considered it necessary, English was explained through the medium of Irish; and Irish was explained through the medium of English. Singing was generally, drill and object lessons frequently, and arithmetic occasionally, taught both in

Mr. LEHANE. English and Irish. In one exceptionally good school—Masterguiby—practically every school subject was taught in both languages.

Sanction for the adoption of the Bilingual Programme has been applied for and granted, for the current year, in the case of several additional schools.

Mr. Duffy, in connection with Bilingual teaching, says:—

"Teachers taking up the Bilingual Programme must be ready for extra work, especially at first. There are problems of method and organisation in connection with this programme, on which problems our standard books of method throw no light. The teachers who took it up had, therefore, to think for themselves, and the effect of this process has naturally been most beneficial in the general character of the school keeping. On the whole, the advantages granted to Irish speaking districts have, as yet, been but scantily availed of. The fact is that in many cases, even native speaking Irish teachers find it easier to impart instruction in the mode in which they have been trained, and often exhibit a want of fluency in applying their knowledge of Irish to the instruction of their pupils. Managers in Irish-speaking districts are finding a difficulty in complying with the regulation requesting them to appoint Irish speaking teachers."

Irish was taken up, as a subject of instruction, in several Evening schools. I inspected 20 of these schools. The proficiency in Irish varied from "Very Good," to "Bad." In one school I found a large class of young men who could read any ordinary text book in modern Irish: they seemed proud of being able to quote passages and to recite pieces in Irish. In another school, on the other hand, the few students present were unable to spell, from the hook, the little words in the first book of the *Cearta Deasa* series.

Students, as a rule, feel interested in studying Irish, and some teachers utilize this interest to promote regularity of attendance. In one evening school, though two other "Advanced Subjects" had been taught, the teacher considered it advisable to teach Irish also; he told me he did this in order to induce the pupils to attend more regularly than they otherwise would attend.

Mr. Mangan, in referring to Evening schools, says:—

"I have been in a few Evening schools where Irish was taught. The course was short—too short to be of much use; but there was no time for a wider course. The work done was generally fair.

"Some of the pupils took to Irish, but many who started, full of zeal and enthusiasm, soon got tired because they found progress slow and the work hard. This, however, need not be wondered at. When pupils of the class that come to Evening Schools reach 18 or so, and when, as in very many cases, their general education and mental equipment are poor, they cannot be expected to do much at Irish, nor blamed if their interest flags as the session goes on. The teacher, however, comes in here too. If he is a master of his subject and knows how to teach it, he can do a great deal. But, in my experience, such a teacher is very rare indeed. I should say, however, that as a general rule, it is only in those Evening schools, where the pupils have had some previous acquaintance with Irish, that instruction in this subject will lead to results that are satisfactory from an educational as well as from an Irish point of view."

One hundred and sixty-one King's scholars, and 147 other teachers, attended the Certificate Examination in Irish, this year. The result of this examination has not yet been announced.

Mr. LEHANE.

King's scholars, in view of the number of subjects that have to be studied during their course of training, cannot devote much time to Irish studies. If it is a fact that Irish is not a subject that is taken into account in determining the divisional standing of King's scholars, at the termination of their training course, this would naturally militate against as much importance being attached to it, in the College curriculum, as to a subject that would "count" in the divisional gradation of students. In view of the requirement in the last edition of the Board's rules, that newly appointed teachers in Irish-speaking districts must know Irish, it would appear desirable that more importance should be attached to this subject during teachers' course of training.

A regulation permitting candidates, who take Irish along with all the other subjects of the King's scholarship course, to substitute, if so disposed, the marks obtained in Irish for the marks obtained in their weakest subject, the essential subjects (Reading, Spelling, Composition, Arithmetic, and Method of Teaching) being excepted, would seem to be a reasonable one. A similar regulation, applicable to candidates for the King's scholarship, would, I believe, be found to work well.

A number of Colleges, called Irish Training Colleges, have recently been established for the purpose of teaching Irish, and of training teachers in the best methods of teaching the language. These colleges are supported by voluntary contributions, and most of them are situated in Irish-speaking districts.

Under regulations recently issued, small grants from the National Board may, on the fulfilment of certain conditions, be secured by these colleges. One college, the College of the Four Masters, Letterkenny, applied for and obtained recognition by the Board in 1906-7. Its first session was held during August, 1906; between 40 and 50 students, consisting of National teachers and others, attended. A respectable proportion of those who sought teaching certificates at the termination of the session succeeded in obtaining them.

Applications for recognition have recently been made on behalf of other Irish Training Colleges.

Several teachers of Irish, known as travelling teachers, are now employed. These are, as a rule, appointed and maintained by a local committee. This committee usually consists of persons who feel a sympathetic interest in Irish. Most, if not all, of these travelling teachers have been trained in one of the Irish Colleges. As a rule, they possess a very good knowledge of Irish, but many of them are inexperienced as teachers. I have, however, met some who are naturally good teachers.

Mr. LEHANE.

These travelling teachers may be, and many are, employed as extern teachers of Irish in National schools: where the extern and the ordinary teacher, even where the latter is not fully competent to teach Irish, take part in the teaching of Irish, and work harmoniously, good results, as a rule, follow. In many cases, however, the whole teaching of Irish devolves on the extern: only the minimum time, and that frequently not at a suitable period of the day, is available for instruction in the subject: it may happen also that the ordinary teacher does not entertain any sympathetic feeling towards Irish. Effective teaching of Irish by an extern teacher, working under these latter conditions, is practically impossible.

Mr. FitzGerald, referring to the employment of extern teachers, states:—

"The latter (the extern teacher) unaided by the school teacher, has enormous difficulties to contend with, even admitting that he has acquired the art of teaching a language. His time will be largely spent, if he knows his business, in reviving knowledge of Irish that has faded from the minds of his pupils during the intervals of his absence elsewhere. He will scarcely be more successful with his special subject than the school teacher will be with his school. What, then, is the prospect of his success in a school where the school teacher has been able to secure only 'Fair'? It does not need an expert to predict."

One of the most remarkable features of the Irish Language movement is the extent to which it has awakened interest in educational matters, especially in matters relating to Primary Education. Not long since, very few, outside those directly connected with education, amongst whom I include Managers and teachers, took any interest worthy of note in schools or in their working. Now a large section of the public takes a more or less active interest in the Irish and Industrial aspect of the instruction given in elementary schools. Literary and conversational competitions restricted to school children, and exhibitions of industrial work, including school exhibits, form a feature of most *Féiseanna*: school programmes have been scrutinized and alternative ones proposed: special teachers have been appointed, directed, and financed; and Irish Schools and Colleges have been founded, staffed, and equipped, all through the initiative and energy of Local Committees.

I am, Gentlemen,

Your obedient servant,

D. LEHANE,

Inspector of National Schools.

The Secretaries,  
Education Office,  
Dublin.

## EDUCATION OFFICE.

July, 1907.

GENTLEMEN,

Owing to a change in the time indicated for presenting this Report, it is a record of the work of eighteen months, instead of twelve, which I have the honour of submitting to you—from 1st of January, 1906, to 30th of June, 1907.

Miss  
FRIEDBERGAST.

During that time my assistants have continued their regular routine of visiting schools and examining and organizing the Needlework in them; all four have helped in marking the tests executed at the Easter Examinations of 1906 and 1907, and Miss Cullen also shared the labour of marking the specimens produced by the students of the Training Colleges at the July examinations of 1906.

With regard to examination work, I fear that my remarks are likely to "savour of repetition," the characteristics are so unvarying, and the defects are so persistent. In 1906, however, I find noted one variation, not of an agreeable character, *i.e.*, that in my own opinion, and that of all my assistants, *Sewing* was worse than in several years preceding. *Knitting*, perhaps, also—showing (I quote from my notes, made at the time) "*neglect, want of practice, and, occasionally, want of intelligent teaching.*" Many faults and few perfections marked a very large number of the sewing specimens sent in for examination at Easter, 1906, and, again, at Easter, 1907; this branch requiring the largest amount of steady application suffers greatly from the habit, prevalent among teachers and mistresses, of leaving much of needlework practice to be made up during the month or two preceding the examination. That this habit is very common, there is no doubt; it comes under my own notice, as well as under that of each of my assistants. One of my assistants visited, just a fortnight before the date of the examination, a school in which a mistress and four candidates for training were preparing for it; not one of them had practised any cutting-out, or knew how to work a buttonhole or to turn the heel of a stocking.

Character of  
work done at  
Easter, 1906,  
and 1907.

Though the time now spent in teaching by the monitorial staff is reduced to two hours, the tendency is to devote all the extra time gained to literary subjects, instrumental music, and so on; and, if permitted, to encroach more and more upon the time allotted to needlework instruction and practice. Hence the many defects in examination specimens—the seams which come to pieces because stitches are not set properly through the under fold of calico, the buttonholes without knots, and, therefore, neither nice to look at nor durable in wear, the thick, straight top-sewing, the crooked and puckered patches—the socks, which start a foot to fit a man, at the end of a leg meant for

Miss  
PRENDERGAST.

a baby—with instep narrowing worked half-way down the heel, or, sometimes, on the sole of the foot! Darning and cutting-out—though by no means faultless—continue to be the cheerful subjects; they maintain the improvement noted in 1905. The method of teaching darning is now much better understood in the schools, and the practice of scale drawing makes the drafting and cutting-out of diagrams comparatively easy—hence the mistress much more quickly makes up these subjects.

Work of July  
Examinations,  
1906.

I may record one noticeable feature in connection with the Training College examinations. Having reason to suppose that, in some cases, at least, little or no attention was given to the closing of the toe of the stocking by King's Scholars, I gave a simpler cutting-out test to the First Year student, and increased the amount of Knitting by requiring the closing of the toe as well as the turning of the heel. When specimens of knitting came to be examined, Miss Cullen and I found that a very large number of the candidates had not attempted to close the toe at all—and some others did not succeed in conducting the simple operation correctly. Plain knitting, in general, was much open to improvement, not only in shaping, but in texture, a large amount of it being hard, tight, and utterly wanting in elasticity. To the fault of too long a heel is now sometimes added that of dividing the leg wrongly when the heel is to be begun, and only giving it one-third of the stitches, whereas two-thirds are put into the instep. This mistake evidently comes from a confusion of ideas about dividing the heel, itself, for turning. If young mistresses carry these methods into the teaching of Knitting in their schools, one can hardly wonder that the mothers of pupils are slow to supply the material for stockings.

In fancy Knitting nearly all the students of one College worked a wrong test—an under-vest—instead of the Penelope jacket asked for.

The mistakes in Cutting-out were more numerous than one would expect, and gave me the idea that mistresses must sometimes have used an imperfect model without observing its faults, as the same defect appeared to go regularly through a large number of candidates, and was similarly produced by each.

Visits paid by  
Assistants  
during 1906.

With regard to the principal work of my assistants, that of visiting and organising schools, the total number visited by my staff during the past eighteen months was 1,706, of which 87 were Convent, and 1,619 ordinary National Schools, among which Model National Schools are included. The quality of work done is reported upon as follows:—in *Convent National Schools*, "Excellent," "Very good," or "Good," 35; "Very fair" or "Fair," 43; "Middling" or "Bad," 9; in *Ordinary National Schools*, work was "Excellent," "Very good," or

"Good" in 376; "Very fair" or "Fair" in 990; "Middling" or "Bad" in 251. Two schools visited proved to be without a teacher of needlework, owing to illness in the one case, and the recent substitution of a master for a mistress in the other.

Miss  
PRENDERGAST.

The large proportion grouped together as "Fair," were, really, of very varied merit—some were almost—but not quite—fit to be included in the number of the "Good," and some barely escaped out of the ranks of the "Middling."

In a good many schools, unfortunately, teachers seem to make little or no effort to overcome the difficulty of procuring material for making garments. Again and again the query in the report-form requiring opinion of garments finished, or in progress, has to be answered, "No garments in hands," or "in school;" and this, frequently, when the school year is so well advanced that there is small chance of completing within it articles not yet begun. Not to speak of the neglect of the requirements of Programme in this respect, it is a serious loss to the children to be left without a knowledge of the end to which much of their sewing instruction tends, viz., the putting together of useful garments. There is not one mentioned in the Programme which is not of common, one may say, necessary, use, and a considerable range of choice is allowed, especially in 6th Standard, so that it can never be said, with truth, that none of the articles mentioned are required. As a matter of fact, they are frequently bought ready-made, by all but the poorest—and even children whose parents are in very bad circumstances get an occasional new pinafore—usually from a shop. The price paid for this article—most often of flimsy stuff, roughly run together by a machine, and liable to rip and ravel with every washing—would amply cover the cost of a piece of material of good quality, which could be firmly sewn and neatly finished by the child, herself, in school.

Character-  
istics of  
School Work.

There are, no doubt, cases, in which, owing to the poverty of parents, it is not possible to press the obligation of garment-making upon their children; but I am of opinion that, in many instances, if teachers made a more energetic effort to obtain materials, they would find the mothers of their pupils willing enough to supply them—that is, if the mothers had a reasonable expectation of receiving back an article sufficiently well shaped and sewn to be capable of being worn with comfort. This, unfortunately, is not always the case. When visiting a school, I am, not unfrequently, presented with garments which, though cut by teachers themselves, are decidedly defective in shape—sometimes so much so as to seriously affect the comfort of a wearer. Sleeves so tight that they close round the upper arm like a bandage—shirt-yokes rising a couple of inches above the collar-band, forming a pressure of

Miss  
FRANDEGANT.

wrinkles at the back of the owner's neck are not uncommon. Now that good patterns have been so freely scattered abroad, for years past, by my Assistants and myself, it is an easy matter for a mistress to procure correct models for her cutting-out; if these be carefully followed (which is not always done, many defects being due to pure carelessness in the taking of measurements) the garments produced should be shapely and comfortable. When this is the case, it does not take long, as a rule, for the fact to become patent to the fathers and mothers of the pupils, and material for shirts, night-dresses, etc., is no longer hard to come by. One is tempted to wish, though, that it did not so often take the shape of flannelette—a substance of varied quality and make, but, in nearly all of its many manifestations, decidedly unsatisfactory as a medium for the teaching of needlework.

Question of  
repairs.

A requirement of the Programme which is very seldom carried out is that relating to the mending of worn garments—but here, circumstances are, I should say, too strong for the teacher, for there is, no doubt, an extreme disinclination, on the part of both parents and pupils, to bring underclothing to school for the purpose of repair. It is a great pity, because the instructions of a competent teacher with regard to the management of such articles, the most suitable manner of patching, darning, and generally renovating them, would be of real value to pupils; but it is a question of prejudice, very difficult to overcome. Prizes given for mending, in public competitions occasionally produce worn shirts, etc., well patched; but in the ordinary course of school work hardly anything is available beyond an occasional pinafore, which does not afford at all the same experience as is gained by the mending of underclothing having sleeves, etc., to be repaired. I have a few times suggested making application to some charitable lady in the neighbourhood for the cast-off garments of members of her family, which could be mended by the senior girls of the school, and returned to the donor for distribution to the poor—but nothing of the kind has, I fear, been attempted. Once, going unexpectedly into a school, I found several of the senior girls employed in mending, which pleased me very much, and the manager, who followed me in, explained that, between himself and the mistress, they had got the pupils into a good habit of frequently bringing articles to be repaired. I wished, very heartily, that the good habit were more general; but it seems very difficult to make it so. The possibility was discussed at a conference held with my assistants on the 2nd of January last, during part of which the Chief Inspectors were present; but there were so many possible obstacles in the way of more rigid requirements on this head, even sanitary ones (for diseases might be carried by articles of clothing) that the hope of getting more done than is the case at present was abandoned, and we turned to the making of plans more likely to be carried out.



As regards the general condition of work, *method* is better known than formerly, owing very much, I am sure, to the efforts of my Assistants during the past seven years; it has specially improved in the matter of darning, and also, to a considerable extent, in cutting out. With regard to the latter, the present system of teaching Drawing from the black-board has been of great help in training pupils to draw to scale; the weak point in many patterns of reduced size which I have examined is carelessness in following exact proportions, and the substitution of a slant for a curve—producing awkward angles at the necks and armholes. Sometimes, too, the teacher fails to notice a deterioration in the shape of the pattern, which is growing steadily worse, until really—sometimes grotesquely—defective, because she does not resort to a good original at intervals, and compare her own production with it.

Miss  
PRENDERGAST.  
Progress in  
various  
branches.

*Knitting* is not, as a rule, improving. Here and there one finds classes of capital knitters, sometimes only 3rd or 4th Standards—but the teaching of the *shaping* of a stocking, the narrowing of the leg, the turning of the heel, and the closing of the toe, are frequently much neglected, and the quality of the texture, even among grown girls, leaves a great deal to be desired. Teachers say that pupils do not take any interest in the subject, it being possible now to buy machine-knit stockings so cheaply; but these latter wear very badly as compared with hand-knit ones, and it is a pity that an employment so suited to spare hours and fireside evenings should be discontinued. But in this, as in most subjects, the teacher's example and influence count for a good deal; if she does some knitting herself, and gives sound instruction in the subject, she will probably have well prepared pupils, in spite of the adverse influence of the machine. Recently, when visiting a Convent National School, I found the first standard remarkably forward in this branch; quite a number of the little girls had, with some assistance from the mistress at difficult points, knitted strong and comfortable pairs of stockings for their own wear. The charitable nun, having undertaken the purchase of clothing for some motherless members of her class, had found that the machine-knit stockings supplied wore out with startling rapidity; this led her to train the children to produce their own footwear, the enduring qualities of which were found most satisfactory.

Sewing is frequently not at all so good in execution as one would wish to find it; it often seems to me that time is not made the most of, and that the frequent practice of talking during work hour must conduce to idleness. When three hours weekly are honestly given and well utilized, needle-work, under a good teacher, makes very satisfactory progress, and more than the amount set forth in the programme is done—two, and, sometimes, three garments made in the

Miss  
PRESBROOK.

year, instead of one; but this state of things is, unfortunately, the exception, not the rule. One of the causes of lost time and slow progress is the placing of too many pupils in the hands of one teacher during needlework hour; it is a very exceptional mistress who can manage, successfully, more than 30 girls together, and yet one fairly often finds as many as 50 under instruction at one time.

The following "clippings" are taken from reports of my Assistants.

Notings from  
Assistants'  
reports.

In the greater number of the schools for boys and girls, under a mistress, the major part of her attention continues to be given to boys, who are taught reading or arithmetic at the girls' work-hour. On the other hand "Honourable Mention" must be made of certain schools of this class visited, in which needlework was classed "Good," or "Very Good,"—which I consider, under the circumstances, highly creditable to the teacher. Also, Miss Glynn mentions the case of a work-mistress, aged sixty-seven, whose 20 pupils showed good, or very good proficiency in the various subjects—a most praiseworthy state of things. Miss Lee frequently reports that backwardness among the senior girls is due to their being allowed to spend the work-hour at fancy-work or crochet. The latter occupation, when a local industry, leads to children of seven years old being kept at home to help in fabricating crochet lace.

The number of schools visited by me during the past eighteen months was 188. Of this number 136 were Convent National Schools, 78 having Industrial Departments attached, and 58 without such departments—5 ordinary National Schools having Industrial Departments, and 47 without them. Of these I have found the quality of work classified as follows:—Convents having Industrial Departments attached, "Excellent," "Very Good," or "Good," 36; "Very Fair," or "Fair," 27; "Mixed," 15; "Middling," or "Bad," 0. Convent National Schools without Industrial Departments, "Excellent," "Very Good," or "Good," 5; "Very Fair," or "Fair," 23; "Mixed," 22; "Middling," 8. Of ordinary schools having Industrial Departments attached 3 were classed "Good," and 2 "Mixed." Ordinary National Schools without Industrial Departments, "Very Good," or "Good," 5; "Very Fair," or "Fair," 22; "Mixed," 14; "Middling," or "Bad," 6.

Quality of  
work  
classified.

In fixing values I have applied the term "Fair" to work of medium quality, as a rule, neither good nor bad, open to advance, certainly, but not deserving of censure. "Very Fair" implies that quality approached "Good," without quite reaching it. "Middling" applies to work which is generally defective and inferior and much in need of improvement, and the term "Bad" requires no explanation—it is almost always the result of neglect. The expression "Mixed" I have applied, almost exclusively, to schools in which a considerable

element of " Middling " or a smaller one of " Bad " is found in conjunction with " Fair " and, even, higher class work—they are composed of two different kinds, and belong neither to one class nor the other, being for the first too good, and too poor for the second. Into this class I have put a few schools in which mere sewing on garments and specimens, was well and carefully taught, but all other branches were quite neglected. In connection with my own visits I may mention that I habitually select for inspection (outside the obligatory Industrial Departments) the larger and more important schools, so that it is seldom possible for me to examine more than one in any day.

Miss  
PRESNORCAST.

The following are notings made while reading over my rough reports.

Frequent changes of teachers in schools are much against the progress of needlework. This is likely to happen at rather short intervals, with Nuns belonging to active orders; but it is still more noticeable in some Convent schools employing lay teachers, where the greater number of the staff has to be yearly replaced; one may describe the children attending these schools as subject-matter for their mistress's experiments in the art of instruction—these Assistants being, generally, young people waiting for the chance of a school of their own. Another arrangement, which is seldom successful, is the intrusting of the work of the juniors, 1st and 2nd Standards, to the care of a Monitress; the latter is not only unskilled in teaching the subject, as a rule, but she is also handicapped by her pupils' quite apparent lack of respect for their instructress, and the result of her efforts is, almost always, a poor foundation of the elementary needlework, which continues to give trouble and require correction as the children move upward through the school. A bad method, learnt in early years, is most damaging to progress later on.

Notings from  
my own  
reports

I find it remarked, in connection with a few schools, that the preparation of over-elaborate garments for " Feis," and other needlework competitions, has so absorbed the time that other branches—patching, darning, knitting—have received little or no attention. The noting that pupils were behind programme, the 5th Standard not having yet turned the heel, 6th not having closed the toe, or worked a darn, 7th being without knowledge of gathering or cutting-out, occurs much too frequently; and again and again I see the noting that children are wanting in intelligence when questioned concerning their work—this want being the result of little or no collective teaching. Teaching collectively, by demonstration, undoubtedly calls for the display of more energy and endurance on the part of a Mistress than is required for individual instruction; this is, I think, a substantial cause of its unpopularity. In a good many cases (specially in Convent schools, where Sisters are very unwilling to give up sharing in the work of the community)

Miss  
PRENDERGAST.

want of the necessary physical strength prevents teachers from undertaking much labour of this kind. I know, myself, Sisters with a good knowledge of Needlework, but very indifferent health, to whom I have recommended the giving of collective lessons by deputy—i.e., getting, now one, now another, of the Senior Monitresses to go through the demonstration work, and to superintend the class, under the direction of the Mistress. The experiment has been tried, successfully, in a couple of schools; the pupils have been benefited, and the Monitresses have acquired knowledge and accuracy of method.

Materials.

Unsuitable materials—and insufficiency of them—are drawbacks to progress in a good many schools. In some I find it difficult to induce Mistresses to provide, for the samplers of the 6th and 7th—sometimes even the 5th and 4th Standards,—anything more solid than flimsy muslin, which, with a little use, degenerates into a veritable rag. In others—in the North, generally—the medium for sewing practice is fine linen—a most trying material for the use of young workers. Scraps of this stuff are easily procured in the neighbourhood of Belfast, and other centres of linen industries, and the fact that they can be had for nothing—or next door to it—accounts for their use.

Attendance.

Irregular attendance is greatly against progress in a good many schools; sometimes there seems to be no satisfactory cause assignable for it, but often it is explained that the mother goes out working, and the child has "to mind the house," or that there is a baby to be taken care of. The latter seems to be an insurmountable obstacle to school attendance so long as it is too young to be trusted without a nurse—and, unfortunately, the young nurse acquires very idle habits, and a general disinclination to school restraints, during some two years spent in looking after her charge. Another reason, which I find more and more frequently assigned, is ill-health—and, sad to say, there often seems to be sufficient foundation for this plea. The physique of the children among the working classes seems to be deteriorating; tea-drinking, the eating of cheap pastry and sweets, and unreasonably late hours for going to bed, have, probably, a good deal to do with the loss of health and vigour among these young people, whose teeth decay at an early age, and who are becoming (I am told) oddly subject to premature greyness.

In some schools there is an unfortunate tendency to shirk the making of any garment more difficult than a chemise. This is not satisfactory—or reasonable—since each one of the three garments mentioned in the 6th Standard Programme, is of useful quality and of different kind, each wearable by a different member of the family. As for the 7th Standard, though the Programme assigned is the same as the 6th, mistresses often seem to think that its course of needlework is

finished, and that any special attention to the subject may now be dispensed with—particularly, the obligation of garment-making. Miss  
PRENDERGAST.

With regard to the general state of the Industrial Departments, it remains much the same as during 1905—the schools then active, useful, and flourishing, have continued to be so during 1906 and the past half of 1907—as many of them, at least, as I have visited up to this period of the year, and, perhaps I ought to add, as are still in operation, two (Ballaghaderreen and Newcastle W. Convents) having lost their grants, owing to the death of one, and the resignation of the other lay teacher employed. Kinsale and Canal street Convents have still the best attended Departments; those schools making the richer and more elaborate kinds of lace suffer a good deal from the tendency to emigration, which draws away from them, just as they have completed their training, many promising young workers. An Industrial Department which suffers much in this way is Kenmare Convent—which deserves special mention for the all-round high quality of its productions, not only the beautiful lace manufactured in its work-room, but, also, the plain needlework done by pupils of the school.

As regards their merit:—*i.e.*, the amount and value of work produced in them, I have classified as follows the Industrial Departments visited—"Excellent," "Very Good," or "Good," 43; "Very Fair," 21; "Passable," 15; "Unsatisfactory," 4.

I am, Gentlemen,

Your obedient servant,

M. PRENDERGAST,

Directress of Needlework.

To the Secretaries.

8 EDENVALE ROAD, RANELAGH,

27th July, 1907.

Miss  
FITZGERALD.

General Report on Cookery and Laundry-work, from January, 1906, to June, 1907, by Miss FITZGERALD, Head Organiser.

GENTLEMEN,

I beg to submit a short report on Cookery and Laundry-work covering the period from 1st January, 1906, to 30th June, 1907.

Centres  
where classes  
were formed.

With a view to having teachers instructed, and introducing the subject into National Schools, I visited a number of schools, corresponded with managers and teachers, and organised classes in various districts. These classes were, of necessity, arranged for in localities where suitable provision for teaching Cookery or Laundry was available. Centres were as follows:—Armagh (2), Athlone (2), Athy, Ballyhay, Ballyshannon (2), Bantry (3), Baltinglass, Belfast (2), Boyle, Bushmills, Buttevant, Carlow, Castlereagh, Cappoquin, Clonakilty, Clarenbridge, Cork (3), Crossmaglen (3), Derry, Dublin (12), Dungarvan, Dungannon, Dundalk, Edgeworthstown, Enniscorthy (3), Ennis, Enniskillen, Enfield (2), Ennistymon (2), Glencamaddy (2), Gort (2), Granard (2), Kildare, Kilkenny, Kilbeggan, Kinvarra, Killaloe, Killarney, Kilkeel (2), Kilrea, Kinnegad, Knocklong, Limerick, Lismore, Loughrea (2), Longford (2), Lurgan, Magherafelt (3), Monaghan (2), Monasterevan (2), Mullingar (3), Naas, Newry (2), Newcastle West, Newtownforbes, Oldcastle (2), Portarlington (3), Portumna (2), Portrush, Portstewart, Roscarberry, Rathaugan, Schull, Strabane, Stradbally, Toombridge (2), Tullamore (3), Tulla, Tullow (3), Trim, Wexford, Wicklow.—

Arrangements  
for Assistants.

The courses of instruction given to teachers were of six weeks duration, classes were held on three evenings each week and lasted from two to three hours. At some of above named centres short courses of from two to three weeks were arranged for teachers, who had previously attended classes, but owing to various obstacles, were unable to introduce Cookery into their schools. To teachers anxious to begin the work, such instructions were most necessary. They proved of great benefit and resulted in having Cookery started in many schools. Teachers attended classes on three evenings every week, and organisers visited schools during school hours, gave model lessons, and assisted, as far as was in their power, by having

Cookery instruction made practical in ordinary schools. Following Table shows work done by my Assistants within given period.

Miss  
FITZGERALD.

Assistants	Centres.	Schools visited	Teachers trained.	Children taught.
10	120	1,348	874	9,974

It is gratifying to note that in 1906, the Commissioners were pleased to sanction the permanent appointments of the Cookery and Laundry Organisers, who, I am confident, will continue the work so zealously carried on in previous years.

On 31st March, 1906, one of my Assistants, owing to illness, resigned her position. The vacancy was immediately filled, consequently, work continued without intermission.

Considering no travelling expenses were allowed, the attendance of teachers at Cookery Classes was very good. Those who joined were most punctual, they realised the necessity of teaching cleanliness, thrift, method, etc., to pupils attending their schools, and left nothing undone to gain information on all these subjects which are included in Cookery instructions.

Attendance  
of Teachers.

Great improvement is noticeable in the method of teaching Cookery in Convent schools. More attention is paid to scullery work, cleanliness, method, and exactitude. It is a pleasure to see that useful and economical dishes are taught, to the exclusion of the much loved cakes and sweets of former years. Special mention should be made of the good work done in Carlow Presentation Convent, also in Blackrock, Co. Cork; Tullow, Baltinglass, and other Convents. The method of teaching in Cabra Convent, Dublin, is also excellent; indeed, too much cannot be said of the general desire of members of the various communities to impart useful and thorough knowledge of all practical work to girls attending National schools. I regret to say that in some few Convent schools Cookery is not yet taught, such as Kenmare, Dingle, Killarney Presentation Convent, Kanturk, etc. It is to be hoped that, at an early date, Cookery will be made a compulsory subject in all Convent schools.

Convent  
Schools.

Want of accommodation, also the difficulty of providing necessary equipment in ordinary schools, still continue to hinder many teachers from taking up Cookery. No doubt, the fee of 5/- per pupil granted by the Commissioners of National Education is encouraging, and will help to defray expenses in connection with the classes.

Ordinary  
Schools.

Miss  
FITZGERALD.

Within the past year Cookery has been introduced into many schools, not only in the south of Ireland, but also in Derry, Armagh, and in the west of Ireland.

I must here mention Lowpark National School, situated in the Congested District. I examined the pupils at their Cookery Class, and was more than surprised and pleased at the manner in which they replied to my questions. They gave reasons for everything they did, worked neatly and in a most cleanly, methodical manner. They certainly gave every satisfaction, and did credit to their teacher, who had their interests at heart and spared neither time nor trouble in working for the benefit of her pupils.

The method of teaching in some schools is not very satisfactory, too much is attempted—therefore very important points—such as cleanliness, etc., are neglected. If teachers instructed children in the foundation dishes, gave reasons for everything done, and above all, instilled into their pupils the great necessity for cleanliness, thrift, etc., much good would be accomplished.

I am, Gentlemen,

Your obedient servant,

M. FITZGERALD.

*Organiser of Cookery and Laundry.*

To the Secretaries,

Education Office,

Dublin.



44 RUTLAND SQUARE, DUBLIN,

25th July, 1907.

Mr. GOODMAN.

## General Report on Musical Instruction, 1906-7.

GENTLEMEN,

Herewith I beg to submit my General Report on Musical Instruction for the school year ending the 30th June, 1907.

The past year has been, on the whole, a year of quiet, unpretentious work in my department. No longer is there, in connection with my subject, the rush and excitement of the days of the Organisation. It seems like a dream now to look back upon the state of things that existed but a short time ago amongst us, when all over the country there was ferment and glow in educational circles, when a staff of earnest and enthusiastic experts overran every nook and corner of the land, spreading far and wide a knowledge of Music's sweet and happy influence, when crowds of our teachers were daily and nightly occupied with an active study of our subject, and when there were everywhere visible signs of awakened interest in the problem how to make Ireland once more musical. These days are over. The Organisers are gone, and to the bustle and activity of the years 1900-1905 have succeeded days of quiet, uneventful routine.

Although Music in our schools no longer continues to maintain the brilliant progress it made during the years of the Organisation, yet it has by no means ceased to advance. Thanks to the action of the Commissioners in making Singing an obligatory subject of instruction in schools progress is still visible. So far there is no falling off in the number of schools having music taught in them. On the contrary, a slow, steady increase in the number of such schools is to be seen year after year. The percentage of schools in which Singing is now a subject of instruction is 78. Seven years ago it was but 17. As illustrating the development of the subject that has taken place in National Schools during the past seven years, I may be permitted to quote here the following returns given in the Commissioners' own Reports for the several years mentioned :

Years.	1899	1900	1901	1902	1903	1904	1905
Number of Schools in which Singing was taught.	1475	3963	6032	6439	6550	6683	6751

According to the last published Report of the Commissioners the total number of schools in operation during the preceding year was 8,659 and of these 6,751 had Singing taught in them.

Mr. GOODMAN.

It may be taken for granted, then, that Vocal Music at the present moment is to be found in nearly 80 per cent. of the National Schools of Ireland—a condition of things sufficiently satisfactory provided only that the teaching of the subject can be regarded as equally satisfactory. The question, therefore, next arises, how is Music taught in these schools?

To answer this question in anything like a complete and satisfactory manner is unfortunately not possible with the resources available. It is to be regretted that no summary of the reports of the Inspectors generally on the teaching of the subject, is given in the published Reports of the Commissioners. A summary of the kind, dealing not merely with the teaching of Music, but with the teaching of other special subjects as well, would prove extremely useful to all interested in the development of these subjects. In the absence of such a summary, we have to content ourselves with the references to be found in the selection of reports annually published by the Commissioners.

Turning to the latest issue of these Reports we find that, of the twelve Senior Inspectors whose reports are published, while one of them omits all reference to the teaching of Music in his circuit, the remaining eleven are all uniformly eulogistic in their remarks as to the manner in which it is taught and as to the progress it is making in the schools under their jurisdiction. Included in the reports from these twelve Senior Inspectors are others from their colleagues in their several circuits and these again—with but one or two exceptions—express satisfaction as to the progress that Singing is making in the schools of their districts. Judging, therefore, from the most recently published references of the Inspectors, Vocal Music would seem to be still making headway in the schools.

To these opinions of the Inspectors I have now to add my own experiences. When not engaged at other official work, it is my duty daily to visit schools and see how musical instruction is carried on in them. During the past year I have paid over 370 such visits to National Schools in various parts of the country. The following list will give an idea of the situation of these schools and of the area covered by my visits:—

Baldoyle	Castleknock	Dundalk	Mountmellick
Baltinglass	Castleblayney	Drogheda	Newbride
Ballybay	Castleroa	Emo	Newry
Ballycastle	Carrickfergus	Foxford ]	Poerlarlington
Ballina	Carndonagh	Howth	Portadown
Ballymena	Charleville	Kilkenny	Rostrevor
Ballymoney	Claremorris	Kildare	Santry
Ballymun	Carrickmacross	Larne	Skerries
Banbridge	Clontarf	Londonderry	Tullow
Blackrock	Coleraine	Lurgan	Straffan
Blanchardstown	Cork	Lisburn	Queenstown
Belfast	Dublin	Maryborough	Waterford
Bessbrook	Dunlavin	Malshide	Youghal

With the exception of the five large cities, Dublin, Belfast, Cork, Londonderry, and Waterford, I think I may say that I have visited all, or nearly all, the schools in the localities here mentioned.

Mr. GOODMAN.

For the moment I need make no reference to the Dublin schools. It is well known that Music is now fairly well established in these, and besides, I shall have something to say about them later on. In the schools outside Dublin how does Music stand? That is a point upon which I think some information is desirable.

By way of supplying this information I propose to give here a summary of the notings I have made with respect to the teaching of Singing in 230 of the schools visited by me, outside Dublin, during the year. They chiefly refer to the country towns and smaller places in the list given above.

Marks.	Excellent.	Good.	Fair.	Just Fair.	Poor.	Beginning Music.	No Singing.	Total.
Number of Schools . .	4	59	105	45	16	3	7	230

It will be seen that the majority of the schools appear here under the headings "Fair," and "Just Fair." These terms express precisely my feelings with respect to the teaching of the subject generally in country schools. It is fair, and just fair, on the whole. With few exceptions, the Music teaching in these schools is of a simple and elementary kind. It may be that the official requirements do not call for more, or that the crowded condition of the school programme does not permit more to be done for the subject. But, elementary though the instruction may be, it is of enormous importance that it should be given. To begin with, it is of immense consequence to each individual—child, boy, or man—that he should have his ears fully opened to the perception of musical sounds and that he should possess the capacity to imitate them. Inability to imitate musical tones, when any way general in a community, is a proof of a low state of culture, and indicates a condition of things little removed from barbarism. Only those familiar with educational establishments attended by adult young men—Ecclesiastical Colleges, Training Colleges, Seminaries, and the like—can fully appreciate the advantage of an early training in Vocal Music. The number of grown up youths in institutions of the kind who are found wanting in voice and ear for music is still appallingly large. It is but a short time since I was informed by the music professor of one of our leading colleges that he cannot get 50 per cent., nor anything like 50 per cent., of his young men students to sing the tones of the chord of *doh*, even after two years training! Now inability to do this, in the majority of cases, is due solely to want of early

Mr GOODMAN, training. An ordinary child attending any of our National Schools will learn to sing the tones *doh, me, soh doh* in a couple of minutes. The untrained adult often cannot be got to accomplish this much, even after years of effort!

The plan of grouping classes for musical instruction is now generally adopted in all but the larger schools, each school being divided into two or three sections, each section receiving usually two half hour singing lessons in the week. With such a limited amount of time nothing very remarkable can be accomplished, even by the most expert teacher. One must, however, recognise that there are other things besides music to be taught in school. Teachers everywhere during the year complained that the programme was overcrowded with subjects, and that it was next to impossible to find time for everything. Now that matters are to be eased somewhat by having Mathematics once more regarded as an extra subject, it may be possible to find a little more time for Music. Only from at least three half hour lessons weekly to each school division may really good results be expected.

I find the children in the schools generally are steadily acquiring a fair mastery of the Modulator and a creditable amount of ability in singing at sight from Tonic Sol-fa Notation. In almost every school I visit I set sight tests for the different classes that I meet, and these tests, as a rule, are quite respectably gone through. Song singing is not always so successful. The tone is often too loud and coarse. Generally there is very little evidence of voice training: articulation is defective and there is not much style or expression perceptible. Irish music is a good deal cultivated in the schools, as it well deserves to be. Part singing in Boys' schools will always be more or less of a difficulty and requires an expert teacher to manage successfully. In Girls' schools part singing occasions less difficulty, and is, consequently, more successful generally. In only a few large schools have I found Staff Notation taught. This is a matter, however, which need give us no great concern just yet. The development of Staff Notation in our schools must belong to a later period. At present our chief concern must be to get Tonic Sol-fa, and plenty of it, into every nook and corner of Ireland, until the whole country becomes saturated with it. When sight reading from the Tonic Sol-fa Notation has become universal amongst us, when children can everywhere read their Sol-fa songbooks, as they read their ordinary lesson books, then it will be time enough to trouble our schools very much about Staff Notation. To urge on Staff Notation prematurely, would be to retard progress.

As I have already stated, when not occupied with other official work, it is my duty daily to visit schools. These visits of mine to the schools partake of the nature of both visits of inspection and of organisation. On entering a school my usual

practice is to ask the teacher to let me hear the classes sing something under his (or her) own direction. In this way I have Modulator voluntaries, exercises from the Charts, time exercises, songs, rounds, and part songs, performed by the classes, the teacher conducting. After this I take the class in hands myself and give a short model lesson, directed especially to voice training, and to any other points that may seem to require attention. In addition, I set sight tests on the blackboard and get the children first to read them over in time and afterwards to sol-fa them. Then I hear more songs or part songs and, before leaving, make quietly to the teacher such suggestions on the teaching of the subject as may seem to be needed.

Mr. GOODMAN.

This has been the routine of my visits to the schools during the year. Everywhere I have found the teachers courteous and obliging, and willing to listen to any hint or suggestion made to them. Time after time I have been impressed with the earnest character of their work. Many of them are anything but experts in music. Yet it is often surprising how far their practical skill in general teaching enables them to make but a slight knowledge of a special subject extend. The Modulator and the graded exercises from the Charts, they teach best. Here the work is fairly plain and straight, and demands little of what may be termed the higher teaching of the subject. It is chiefly in matters of voice training and of artistic performance generally that weakness is visible. Our teachers, as a body, have yet to become sensitive to, and keen about the cultivation of good tone and all that concerns style, expression, and refinement of musical performance.

This higher sort of musical teaching is, however, hardly called forth by the simple requirements of the Board's Programme. These requirements, indeed, have not for their object, so much the development of a very high artistic standard of performance in schools, as the preparation of material for such development outside the schools later on. To develop a standard of the kind, in the schools, some stimulus more exciting is required than the annual visit of the local Inspector.

This stimulus is now supplied, to some extent at least, by the annual school concerts, which have become a fixed institution in many places. The competitions in Singing at the various *Féiseanna* which are now held in so many parts of the country, in connection with the Irish Language movement, should also contribute greatly to raise the character of the music teaching in the schools.

In Dublin we have had, this year again, an example of the excellent effect produced on the music of the schools by an external stimulus of the kind I speak of. For the fifteenth time we have had the annual public Examination of Primary Schools in Singing for the Corporation prizes. This examination was originally started by the late Rt. Honble. Sir Patrick Keenan, in 1893, and has been held every year without break

Mr. GOODMAN. since that date. As I have given full details of the history of this demonstration in my last Report, it will not be necessary for me now to repeat them. It will be sufficient to say that apparently this annual examination has become a permanent institution with us, and that every year it would seem to be growing in popularity with schools and school teachers. The late Sir Patrick Keenan was genuinely and keenly interested in the development of music in Irish schools. It was a subject he had very much at heart, and one that he made many efforts to promote all through his life. But undoubtedly the most successful and far reaching of his efforts in this direction was his establishing this annual Singing Competition for the Primary Schools of Dublin. For, though confined to Dublin and the surrounding district, its influence, I have no doubt, will ultimately be felt all over the country.

The Examination was this year again held in the large Art Room of the City of Dublin Technical Schools, Lower Kevin Street, on Thursday and Friday, 20th and 21st of June last. For this Examination twenty-three schools entered, all but one National Schools. The following are the National Schools examined :—

#### BOYS' SCHOOLS.

St. Peter's, Phibsboro.'	St. Peter's, Whitefriar Street.
Donnybrook M.N.S.	St. Peter's, New Bride Street.
St. Gabriel's,	St. Stephen's.
St. Michan's, No. 1.	Swords' Boys' N. S.

#### GIRLS' SCHOOLS.

St. Mary's, Rathmines.	St. Columbkille's, Swords.
King's Inns Street Convent.	St. Mary's, Donnybrook.
Donore N. S.	St. Mary's, Dominick Street.
Donnybrook Mixed N. S.	St. Mary's, Fairview.
Mount Jerome.	St. Michael & John's.
St. Andrew's, Mixed,	St. Peter's, Whitefriar Street.
Dolphin's Bar.	St. Peter's, Camden Row.
St. Catherine's West.	

Some of our best city schools were ineligible for this examination, inasmuch as they had already won first class prizes three years in succession, and must, therefore, remain out of competition for two years. Two other National schools entered, but failed to appear on the day of the Examination.

The performances of the Choirs, all round, were very creditable, and seemed to give much satisfaction to the Judges. The part singing throughout was good, that from the Boys' schools especially showing great improvement on what was customary in former years. The sight singing of the sol-fa tests in a few instances was weak. Three of the Choirs took Staff Notation tests and sang them admirably. The Ear tests were also excellently done. Mr. Cowley, the senior Judge, in announcing the awards, stated that he had been at all the examinations except the first one, and he was sure the Corporation would allow him to say that he had been very pleased

with the prospects from the beginning, and he had been more pleased this year than on any former occasion! Mr. GOODMAN.

All the schools examined scored sufficient marks to qualify for a prize. All, however, did not win First Class prizes. Six of them were fortunate enough to gain this distinction. They were the following:—

#### BOYS' SCHOOLS.

St. Michan's, No. 1, N. S.    St. Peter's N. S., Bride Street.

#### GIRLS' SCHOOLS.

King's Inns St. Convent N.S.    St. Mary's N.S. Fairview.  
St. Peter's N. S., White-    St. Andrew's Mixed N. S.,  
friar Street.                      Dolphin's Barn.

All the other schools examined obtained Second Class Prizes. The Shield Competition fell through this year for want of a sufficient number of entries. The present holders of the Challenge Shield—St. Mary's Girls' School, Rathmines—were, however, examined to see if they might still retain it. After a very brilliant display of part singing and sight reading (from Staff) the Judges unanimously decided that they should keep the trophy for another year. The proceedings were followed throughout with keen interest by crowded audiences, which included a considerable number of school Managers of all denominations. The arrangements in connection with the general management of the Examination were in every respect admirable.

The annual Training College Examinations opened in May, and went on continuously till towards the end of June. There are now practically nine Training Colleges in Ireland—five of them Colleges for women and four for men. The total number of Men Kings' Scholars examined was 470: of Women Kings' Scholars, 660. The following are the numbers examined in the different Colleges:—

#### KINGS' SCHOLARS' EXAMINATION, 1907.

Men's College.	No. examined.	Women's Colleges.	No. examined.
Marlborough Street ..	104	Marlborough Street ..	168
St. Patrick's ..	164	Our Lady of Mercy, Carysfort ..	200
Church of Ireland ..	31	Church of Ireland ..	92
De La Salle ..	171	St. Mary's, Belfast ..	100
		Mary Immaculate, (Lismerick)	100
Total ..	470	Total ..	660

Vocal Music is now an obligatory subject of examination for all King's Scholars—men and women. Every candidate for the position of Teacher is consequently examined in Singing, and failure in the oral or practical part of the examination is reckoned as failure in the subject. Kings' Scholars at the end of their two years' course of training are examined in the singing of school songs, Modulator exercises, sight tests in Tonic.

Mr. GOODMAN. Sol-fa, and in Staff Notation, in reading time tests, and in taking down the notes of an Ear Test. Those at the end of the first of their two years' course are required to sing Modulator tests, school songs, sight tests in Tonic Sol-fa Notation, to read time tests, and to take down the notes of an Ear Test or passage played on an instrument. Each King's scholar is examined individually.

Generally speaking, the results of this year's examination in the Training Colleges may be described as very satisfactory on the part of the women King's Scholars, and as less satisfactory on the part of the men. The explanation of this state of things is simple. A very considerable number of the King's Scholars to be found in the Women's Colleges come from the cities and larger centres of the country, where they have had the advantage of an early education at Convent and other schools in which Music is well taught, with the result that they are familiar with the subject long before they enter a Training College. On the men's side this early instruction in Music is not yet nearly so general. The subject is still practically a new one in most Boys' schools. Fewer men King's Scholars, besides, come from the larger centres: nor is there among Boys' schools, generally speaking, anything at all to compare with the early musical training given in the better Convent schools. Again, in some of the Women's Colleges, in the selection of candidates for entrance, a preference would seem to be given to such as can sing. The authorities in these Colleges can well afford to do this, inasmuch as the numbers applying for admission each year are greatly in excess of the vacancies. It is otherwise, however, with the Men's Colleges, where apparently the authorities have to take what offers.

As, in some degree, illustrating the present position of Vocal Music in the different Irish Training Colleges, I venture to quote here the following returns of the marks obtained, at my recent examination, by the outgoing King's Scholars, on termination of complete course of training. The same tests were given to Men and Women King's Scholars.

Colleges (Women).	Mariboro Street.	Carysfort.	Church of Ireland.	St. Ma r t a.	Mary Immacu- late.
Total No. Examined	89	98	42	55	54
Scored 60% and over	70	67	30	46	50
" 30% and under 60%	14	21	7	4	4
" Under 30%	5	10	5	5	0
	89	98	42	55	54



Mr. GOODMAN.

Colleges (Men).	Marlboro Street.	St. Patrick's.	Church of Ireland.	De La Salle.
Total No. Examined ..	54	88	14	70
Scored 60% and over ..	23	48	10	26
„ 30% and under 60%	17	21	2	25
„ under 30% ..	15	19	2	25
	54	88	14	70

This year, for the first time, Choral Singing by the Kings' Scholars has been an obligatory part of the Training College examination in Music. Here again the Women's Colleges excelled. In all of these, without exception, the part singing was excellent. The choice of pieces, too, was good, while their rendering throughout showed much careful preparation. In the Men's Colleges, the Choral performances were, on the whole, fair. In none of them was the standard of the Women's Colleges reached. But the subject here is practically new, and there are special difficulties connected with the training of voices in the colleges of Men that hardly exist in those of Women. Choral Singing would seem already to be a very popular item with King's Scholars. As it becomes better developed it is sure to be even still more appreciated, and will be found to be an admirable means of making college life pleasant, attractive, and stimulating. An efficient college choir will leave indelible impressions on the minds of the students. Its influence for good can hardly be over-estimated!

Instrumental music continues to receive considerable attention in most of the Colleges. The Harmonium is the instrument chiefly studied. Training College necessities do not, as a rule, allow very much time to be devoted to instrumental practice. Yet even with the scanty amount of time that can be spared to the subject much useful work is accomplished. In the great majority of instances the Kings' Scholars acquire such an ability in playing as should enable them to accompany the Sunday music in an ordinary country church. That is to say, most of them are able to play in a fairly satisfactory manner pieces of the character of hymn tunes, easy Masses, voluntaries, and the like. As indicating the importance attached to this branch of study in, at least, one of the Colleges, I may mention that in the Church of Ireland Training College every student in first of two years' course, was presented for examination in Harmonium playing.

Mr GOODMAN. The following are the numbers of Kings' Scholars examined in Instrumental Music in the different colleges:—

	Harmonium.	Piano.	Organ.
WOMEN'S TRAINING COLLEGES—			
Marlborough Street .. ..	31	—	—
Our Lady of Mercy, Carysfort ..	40	10	11
Church of Ireland .. ..	51	12	5
St. Mary's, Belfast .. ..	38	3	—
Mary Immaculate, Limerick ..	49	10	1
Total .. ..	207	35	17

	Harmonium.	Piano.	Organ.
MEN'S TRAINING COLLEGES—			
Marlborough Street .. ..	15	—	—
St. Patrick's .. ..	30	—	—
Church of Ireland .. ..	1	—	—
De La Salle .. ..	11	—	—
Total .. ..	57	—	—

With these returns I beg to conclude my present report.

I am, Gentlemen,

Your obedient servant,

P. GOODMAN.

The Secretaries,  
Office of National Education,  
Marlborough Street.

40 UPPER SACKVILLE-STREET,  
DUBLIN,

Mr. W. M.  
HALLER.

July, 1907.

GENTLEMEN,

In accordance with your instructions I append a Report on the working of the Science Organization during the period, January, 1906, to June, 1907.

The following table shows an analysis of the schools visited by Miss Maguire, Mr. Ingold, and myself during the past eighteen months:—

	Miss Maguire.	Mr. Ingold.	Mr. Heller.
Schools Visited.	174	494	518
Excellent ... ..	86 per cent.	11 per cent.	12 per cent.
Very Good .. .. .	181 ..	56 ..	98 ..
Good ... .. .	276 ..	325 ..	225 ..
Fair or Very Fair ... ..	316 ..	440 ..	359 ..
Weak ... .. .	80 ..	120 ..	221 ..
Bad ... .. .	80 ..	14 ..	75 ..

*Percentage Good or better than Good in (A) Town and (B) Country Schools.*

A. County Boroughs—			
Urban Districts and Small Towns ... .. .	56 per cent.	47 per cent.	405 per cent.
B. Rural Districts ... ..	59 per cent.	15 per cent.	301 per cent.

Much of Miss Maguire's time has been spent in conducting courses of instruction for Nuns teaching in Convent National Schools, and the number of visits of inspection she has made is consequently comparatively small.

From Easter to July much of my own and Mr. Ingold's time is occupied in marking King's Scholarship and Training College papers, and in preparing for and conducting the practical examinations in science at the Training Colleges.

Mr. Ingold and Miss Maguire have each about 760 equipped schools in the districts assigned to them. In my own district there are nearly 400 equipped schools which, with one or two exceptions, have been visited, and in addition about 120 schools in my assistants' districts.

The staff at my disposal is quite inadequate to give the supervision of the work in schools that is necessary at the present time. About one-half of the equipped schools have received no visit from an organizer since the staff was reduced in March, 1905.

The abandonment of the training classes for teachers, and the termination of the engagement of the majority of the organizers, had an immediate effect on the work in many schools.

Mr. W. M.  
HELLEN.

schools; although some continued to do very good work, others either dropped the subject, or, keeping it on the time-table as a matter of form, gave a few lessons at long intervals. I am glad to notice, however, that recently this retrogression has been checked by the efforts made by the inspection staff to insist on the requirements of the official programme being fulfilled.

The programme of 1906 made it optional for one-teacher schools to take either experimental science or object teaching. A considerable number of one-teacher schools had been equipped, and were in a position to give rational and illustrated lessons in elementary science; in many of these, however, the apparatus was immediately locked away in the press, and a worthless series of so-called object lessons substituted; with the relegation of the apparatus to an ornamental capacity, every other condition of successful teaching vanished simultaneously; no scheme of lessons was prepared in advance, teaching notes were neglected, no composition exercises were written by the senior pupils, no attempt was made to illustrate the lessons by experiments, however simple, and the instruction was given without aim or application.

After consultation with the Chief Inspectors, when inspecting such equipped schools I recommended that some use should be made of the teacher's training and the school equipment, and that either the programme for small schools should be attempted or that an alternative series of connected lessons involving the use of apparatus should be drafted and regularly taught. But there is another and less gloomy aspect of the work in small schools: some of the very best and most truly scientific instruction is given in small country schools, where, with small numbers and a purposeful teacher, it is more easy to achieve good results than in a large town school, in which the work in successive standards depends on different teachers, not always working in co-ordination, and in which changes of staff are frequent.

The majority of teachers has in this branch received insufficient training, but the detailed syllabuses in the Notes for Teachers have been of great assistance to those who have studied them, and much better progress has been made since these notes were issued.

So many good schools have taught these syllabuses in their entirety that their suitability has been proved beyond question; there is ample external evidence that they are at least as good as those in use in the primary schools of other countries, and it is to be hoped that they will remain in their present form for some time until they are thoroughly understood and the teachers have gained sufficient experience to render them independent of detailed syllabuses.

In the good schools better and more sensible preparation of lessons is given, and the teachers are becoming sufficiently familiar with the subject to give a definite purpose to their lessons, and to show their application to daily experience. There is seldom, however, any evidence of an attempt to

Preparation  
of lessons.

perform an experiment before the lesson, consequently the demonstration is often clumsily given and the results of no value from the point of view of logical teaching.

Mr. W. M. HULLISS.

In regard to preparation of lessons Mr. Ingold says :—

"In the city and town schools I find that most teachers have notes of lessons of a kind, generally, I imagine, more useful than their notes in other subjects. The really important part of the preparation for a science lesson, i.e. going over the experimental work beforehand, and fitting up apparatus neatly and precisely is rarely done."

Considering how small a part manual and practical instruction yet plays in the curriculum of National schools, increased attention is necessary to the individual practical work of the pupils. There are many schools where the Commissioners' suggestions as regards the organization of individual practical work have been most successfully carried into effect, and the pupils exhibit interest in and an understanding of their work. But in the majority of schools the practical work is shirked, although a little thought and system would enable much valuable training to be given without any interruption of other lessons. The co-ordinated training of hand, eye, and brain is still, in my opinion, the greatest need in the schools; the natural principle in education of "learning by doing" is far too little appreciated.

Pupils' practical work.

Mr. Ingold says :—

"The organisation of the pupils' practical work is still unsatisfactory in the majority of equipped schools. Some kind of record of the work done is now being kept in most of the city schools, but much remains to be done in this direction."

The need for much more training of the teachers in this branch is as acute as it was in March, 1905. I have emphasized this so often before in these Reports that it is only necessary to refer you to them. A mere handful of teachers have received instruction beyond Part I., yet the Part II. course is just as essential to their work in schools as Part I. A very large number of teachers at present handling the subject with indifferent success would be immensely benefited by revision courses.

Training of teachers.

With reference to the need for further training, Miss Maguire says :—

"I am strongly of opinion that the teachers require instruction in Part II., otherwise they cannot cover the portions of the programme dealing with simple chemical experiments. If even one class were held every summer in Cork, Limerick, and Waterford during July and August, it would be of immense value."

Mr. Ingold says :—

"There is much need for the further training of teachers in Part II. of the Science Course, and a still greater need for revision courses."

The need of more constructive help for the teachers is so obvious as to be beyond argument, and in Ireland the central authority must do what the local education authorities have done in England, if the same progress is to result.

Mr W. M.  
HULSTON.

The Training Colleges cannot deal with the existing teachers, and instruction in methods of teaching is more real and effective after the student has obtained some teaching experience.

Training  
colleges.

I am glad to report steady progress in this work in the Training colleges. The students are obviously keenly interested in their work; in the practical examinations just completed a high standard of accurate and intelligent experimenting was generally reached. The great inequalities in the students entering the colleges necessitate much time being spent in teaching subject matter which should find no place in a Training college curriculum, and consequently less time can be devoted to the pedagogical aspects of the instruction than is desirable. The note books, on the whole, are very good, but in some cases the notes on object lessons are very artificial and the lessons appear to be selected without much attention to sequence or purpose.

Organisers'  
laboratories.

The organisers' laboratories in Dublin, Belfast, and Cork continue to be used to an extent which is the lot of few laboratories. In Belfast and Dublin about 500 pupils (boys and girls) get opportunities of individual practical work each week. The work done in these laboratories by Mr. Thompson in Dublin, and Mr. Connell in Belfast will stand comparison with that of any primary school anywhere. In Cork the regular teachers of the Model School give the instruction and make excellent use of the advantages at their disposal. A pupil teachers' centre has been established at the Central Model Schools for the pupil teachers of the Dublin Model Schools, where, under Messrs. Thompson and Darragh, excellent instruction has been given. It is desirable that a preliminary training similar to that given in the Marlboro'-street centre should be available for all students preparing for entrance to Training Colleges, if these latter are to devote the necessary time to the pedagogical side of the work, and to inculcate scientific method.

Domestic  
Science in  
girls' schools.

The overwhelming importance of scientific habit and method in domestic management cannot be too strongly insisted upon. The "organised common-sense" and habits of accurate thought that good science teaching should tend to produce are of greater importance to women in the complex problems of the domestic laboratories than to most men in their more routine and less mentally exacting occupations.

The girl in school, for reasons which it would be dangerous for me to discuss, seems more prone to rule of thumb, than the average boy of the same age. In the past much of the teaching, especially that of domestic subjects, seems to have pandered to this trait rather than have tended to its eradication. The manuals of "Domestic Economy" and the sanctity of the cookery book recipe exemplify the kind of instruction that has done so little to improve domestic mismanagement and waste. The first step in the training of the domestic person

is to give her (and him) the habit of thinking about what she is doing; the ability to make an experiment and to interpret its results aright is a fundamental condition of successful household management. Doubtless there are some matters which must be taught didactically, but there are many more in which the *reason-why* should be taught and not avoided. In the past the teaching of Domestic Economy appears to have been too rigidly confined to the work of the kitchen, the one branch of domestic art for instruction in which the pupils are least dependent on the school. The conditions of healthy living form a larger and at least as important a branch of Domestic Teaching.

The Commissioners' programmes of Domestic Science are designed to supplement and to render more intelligible the operations of the kitchen, but they deal also with much subject matter that cannot be made subordinate to the requirements of instruction in cookery. The science of domestic work needs to be taught even more systematically than the art. Before science teaching can be applied to domestic work to any great extent, a year's preliminary training is necessary; this training is best given in the fourth standard and is concerned mainly in teaching the use of the instruments and the methods necessary for experimental work.

If this preliminary training is given in Standard IV., the science taught in the higher standards can be really applied to the experiences of everyday life; the attempt to make science instruction in its earliest stages "useful" in the popular sense of the word has been the cause of much waste of time; we must not try to run before we can walk.

On the other hand, where science has been taught in girls' schools it has often been treated in far too academic a manner with insufficient indication of its intimate relation to daily life.

In the effort to keep in touch with nearly 2,000 equipped schools, the science staff can spare little time to visit un-equipped schools, in which "Object Lessons" form the basis of whatever scientific instruction is given. I am not, therefore, in so favourable a position as the inspectors to express an opinion on the general character of instruction in this branch. The unequipped schools that have been visited are adjoining or in the vicinity of equipped schools. Of the large tracts of country in which there are no equipped schools I therefore know little, but judging from the few unequipped schools that have been visited the general standard of object teaching is so low as to be of doubtful value.

Object  
teaching.

Object Lessons make a greater demand on the skill and industry of the teacher than does a systematic course of elementary science; the preparation of a suitable scheme designed to achieve definite educational results, and the preparation of individual lessons require much self-reliance and forethought.

Mr. W. M.  
HULLER.

Mr W. M.  
HELLER.

The true object lesson should involve a simultaneous examination of similar objects by each child. Such a lesson I seldom see, yet it is possible in the majority of schools at all periods of the year. Natural objects, especially those from plant-life, are obviously the most suitable for this purpose, but the nature lesson must be based upon an original enquiry by the teacher. Within the past year I have heard *object-lessons* on "Adverbs" and "Honesty," both excellent in themselves but not suited to the special kind of teaching looked for under this head. The disconnected list of lessons on common objects so often met with lead nowhere, and excite little interest. When common materials are selected, the lesson is too often a lecture on its properties; the natural order of proceeding from the uses, which the children know, to the properties that have determined these uses, is rarely followed.

In some equipped schools very good introductory science lessons are given in the lower standards on air, water, and foods based on the suggestions on "Health and Habits" in the Notes for Teachers.

The absence of a proper scheme of lessons prepared in advance and the want of self-reliance in the preparation of individual lessons are the principal causes of the frequent failure of object teaching. The notes are often much over-elaborated and frequently mere copies from other sources.

Mr. Ingold says:—

"The object-lesson notes are mostly too elaborate and rarely give any evidence of thought on the part of the teacher; they are more often than not neat exercises in transcription."

Many teachers trained in Elementary Science and in charge of suitable schools, have made no application for equipment grants and are relying on object lessons as a soft option to satisfy this branch of the programme; where these lessons are badly selected and prepared it should be insisted that the teachers' training should be utilised and a course of experimental work on the lines of the official programme adopted.

It is with pleasure and gratitude that I can refer to the excellent work accomplished in the classes for National teachers organised by local Technical Instruction Committees. The attendance and work done in these classes is improving year by year, and although they touch but a very small corner of the whole problem, they are of great benefit to the areas in which they have been organised.

I beg to remain,

Your obedient servant,

W. MAYHOWE HELLER.

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IN IRELAND,  
SCHOOL YEAR 1906-7.

SECTION I.

General Reports on the State of National Education by  
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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1908.

ANNUAL  
SEVENTY-FIFTH REPORT  
OF THE  
COMMISSIONERS OF NATIONAL EDUCATION  
IN IRELAND,  
YEAR 1906-7.

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SECTION II.

PART I.

Inspectors. Training Colleges. Schools in Operation, &c. Attendance, &c., at Schools of Special Character. Evening Schools. Equipment Grants. Teachers' Pensions, &c. Prizes and Premiums. Compulsory Education. Pupils on Rolls classified according to Ages, Attendances, and Standards. Schools in Operation and the Religious Denominations of Pupils on Rolls on 31st December, 1906.

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PART II.

Rules and Regulations of the Commissioners of National Education in Ireland, 1906-7.

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YEAR 1906-7.

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PART II.

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Presented to both Houses of Parliament by Command of His Majesty

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**PART II.**

Rules and Regulations of the Commissioners of National Education in Ireland, 1906-7,



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<i>Practical Cookery</i> , . . . . .	Miss Todd, Certificated by Northern Union School of Cookery, England.
<i>Kindergarten, &amp;c.</i> , . . . . .	Miss Lloyd Evans.
<i>Matron, Men's Department</i> , . . . . .	Mrs. Eaton.
<i>Matron, Women's Department</i> , . . . . .	Miss Earl.
<i>Assistant Secretary and Accountant</i> , . . . . .	Miss M. R. Hutton
<i>Medical Attendant and Lecturer on Hygiene</i> , . . . . .	Henry T. Bewley, Esq., M.D., M.S., &c.

"DE LA SALLE" TRAINING COLLEGE, NEWTOWN HOUSE, WATERFORD.  
(For Masters.)

Manager, The Most Reverend R. A. SHEEHAN, D.D.,  
Bishop of Waterford and Lismore.

## STAFF IN SESSION, 1906-1907.

<i>Principal</i> , . . . . .	Rev. Bro. Thomas R. Kane, M.A., B.E.
<i>Vice-Principal</i> , . . . . .	Rev. Brother Ignatius P. Flood, B.A., R.U.I.
<i>Chaplain</i> , . . . . .	Rev. Patrick Power.

## PROFESSORS.

<i>English</i> , . . . . .	Rev. Bro. Ignatius P. Flood, B.A., R.U.I.
<i>Method of Teaching, School Organization, and History of Education.</i>	Hugh Kerr, Esq., B.A., R.U.I.
<i>Mathematics and Irish</i> , . . . . .	James L. Abern, Esq., B.A., R.U.I.
<i>Natural and Physical Science</i> , . . . . .	Rev. Brother Philip M. Healy, B.Sc. (Lond.), & A.R.C.S.C., and Rev. Brother Paul F. Pourret, L.Sc. (Paris).
<i>History and Geography</i> , . . . . .	Rev. Brother Stephen T. M'Gourty.
<i>Assistant Professor of Method, &amp;c.</i> , . . . . .	Rev. Brother James D. Connors.
<i>Assistant Professor of Methods, and Assistant to the Prefect of Discipline.</i>	Rev. Brother Philbert M. Maher, B.A., R.U.I.
<i>Assistant Professor of English Com- position and Spelling, &amp;c.</i>	Rev. Bro. Berchan J. O'Donnell, B.A., R.U.I.
<i>Reading and Practical Science</i> , . . . . .	Rev. Brother Brendan W. Herlihy.

## SUPPLEMENTAL.

<i>Music (Vocal and Instrumental)</i> , . . . . .	Henry Murray, Esq., M.T.S.C.
<i>Drawing</i> , . . . . .	Samuel J. Murphy, Esq.
<i>Secretary, Accountant, &amp;c.</i> , . . . . .	Rev. Bro. Eulogius P. M'Carthy.
<i>Prefect of Discipline</i> , . . . . .	Rev. Brother Max N. Brennan.
<i>Drill Instructor</i> , . . . . .	Sergeant-Major Hibbert.
<i>Medical Attendant</i> , . . . . .	J. J. O'Sullivan, Esq., M.D.

"ST. MARY'S" TRAINING COLLEGE, BELFAST.  
(For Mistresses.)

Manager.—The Most Reverend H. HENRY, D.D.  
Bishop of Down and Connor.

## STAFF—SESSION, 1906-1907.

<i>Principal</i> , . . . . .	Mrs. M. F. Kennedy.
<i>Vice-Principal</i> , . . . . .	Mrs. Crowe.
<i>Chaplain</i> , . . . . .	The Clergymen of St. Paul's Church.
<i>Bursar</i> , . . . . .	Mrs. M. C. Benn.

## PROFESSORS.

<i>Mathematics and History</i> , . . . . .	Miss Ryan, B.A.
<i>Methods, &amp;c.</i> , . . . . .	Miss G. C. Clarke.
<i>English, &amp;c.</i> , . . . . .	Miss Mary M'Mahon, M.A., R.U.I.
<i>Manual Instruction, Drawing, Needlework, and Kindergarten.</i>	Miss Eliza Murphy,

## SUPPLEMENTAL.

<i>Music</i> , . . . . .	Miss Hannin and Miss Gilmore.
<i>Elementary Science</i> , . . . . .	H. Lappin, Esq., B.A., R.U.I.
<i>Reading, &amp;c.</i> , . . . . .	Mr. J. Millen.
<i>Irish</i> , . . . . .	Rev. G. Nolan, M.A., B.D.
<i>Cookery</i> , . . . . .	Mrs. M. C. Benn.
<i>Drill and Calisthenics</i> , . . . . .	Miss G. Nairn.
<i>Medical Officer</i> , . . . . .	Alexander Dempsey, Esq., M.D.

## "MARY IMMACULATE" TRAINING COLLEGE, LIMERICK.

(For Mistresses.)

Manager, The Most Reverend EDWARD T. O'DWYER, D.D.,  
Bishop of Limerick.

## STAFF—SESSION, 1906-1907.

<i>Principal,</i>	.	.	.	Mrs. Quinlan.
<i>Vice-Principal,</i>	.	.	.	Mrs. Cullinan.
<i>Chaplain,</i>	.	.	.	One of the Clergymen attached to the Diocesan College.

## PROFESSORS.

<i>English Literature, &amp;c.,</i>	.	.	.	Rev. A. Murphy.
<i>Arithmetic and Mensuration,</i>	.	.	.	Rev. A. O'Leary, M.A., R.C.I.
<i>Science,</i>	.	.	.	Rev. T. Hogan.
<i>Practice of Teaching, Grammar,</i>	.	.	.	Mrs. Connolly.
<i>Reading, Science, &amp;c.</i>	.	.	.	
<i>Practice of Teaching, Method, &amp;c.,</i>	.	.	.	Miss Mary Murphy, B.A., R.C.I.
<i>Practice of Teaching and Recitation,</i>	.	.	.	Mrs. Quinlan.
<i>Practice of Teaching, Literature,</i>	.	.	.	Mrs. Cullinan and Mrs. Ryan.
<i>Singing, &amp;c.</i>	.	.	.	

## SUPPLEMENTAL.

<i>Vocal Music,</i>	.	.	.	C. Kendal Irwin, Esq.
<i>Practice of Teaching, Instrumental</i>	.	.	.	Mrs. M'Master.
<i>Music, and Drawing.</i>	.	.	.	
<i>Drawing,</i>	.	.	.	Mr. Freith.
<i>Irish,</i>	.	.	.	Mrs. Harty.
<i>Practice of Teaching, Needlework, &amp;c.,</i>	.	.	.	Mrs. Murphy.
<i>Cookery,</i>	.	.	.	Miss Mabel Vaughan.
<i>Needlework, Arithmetic, Practice of</i>	.	.	.	Mrs. Leonard.
<i>Teaching, &amp;c.</i>	.	.	.	
<i>Kindergarten, Reading, Practice of</i>	.	.	.	Mrs. Byrne.
<i>Teaching, Instrumental Music, &amp;c.</i>	.	.	.	
<i>Medical Attendant,</i>	.	.	.	J. Holmes, Esq., M.D.
<i>Sacristan, Infirmary, &amp;c.,</i>	.	.	.	Mrs. O'Connor.
<i>Gymnastic Instructor,</i>	.	.	.	Sergeant-Major Scott.



ANALYSIS of the Results of the ANSWERING at the EXAMINATIONS held in 1906-7 of the KING'S SCHOLARS in the TRAINING COLLEGES, at the end of their First and Final Year.

"MARLBOROUGH STREET TRAINING COLLEGE."

(a) MEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . . .	46	50	96
Character of Answering:—			
Excellent, . . . . .	.	4	4
Very Good, . . . . .	9	11	20
Good, . . . . .	19	22	41
Fair, . . . . .	13	10	23
Failed, . . . . .	6	3	9
Total, . . . . .	46	50	96

(b) WOMEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . . .	103	68	171
Character of Answering:—			
Excellent, . . . . .	.	.	.
Very Good, . . . . .	3	7	10
Good, . . . . .	30	41	71
Fair, . . . . .	50	13	63
Failed, . . . . .	20	7	27
Total, . . . . .	103	68	171

## "ST. PATRICK'S" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Men.	Men.	Men.
Number of Students examined, . . .	84	76	160
Character of Answering :-			
Excellent, . . . . .	.	3	3
Very Good, . . . . .	7	16	23
Good, . . . . .	36	36	62
Fair, . . . . .	28	16	44
Failed, . . . . .	23	5	28
Total, . . . . .	84	76	160

## "OUR LADY OF MERCY" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Women.	Women.	Women.
Number of Students examined, . . .	131	70	201
Character of Answering :-			
Excellent, . . . . .	.	1	1
Very Good, . . . . .	15	37	52
Good, . . . . .	79	25	105
Fair, . . . . .	32	3	35
Failed, . . . . .	5	3	8
Total, . . . . .	131	70	201

## "CHURCH OF IRELAND" TRAINING COLLEGE.

## (a) MEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . . .	14	15	29
Character of Answering :—			
Excellent, . . . . .	.	.	.
Very Good, . . . . .	2	5	7
Good, . . . . .	8	7	15
Fair, . . . . .	3	2	5
Failed, . . . . .	1	1	2
Total, . . . . .	14	15	29

## (b) WOMEN.

—	Final Year.	First Year.	Total.
Number of Students examined, . . .	53	42	95
Character of answering :—			
Excellent, . . . . .	.	.	.
Very good, . . . . .	4	5	9
Good, . . . . .	22	18	40
Fair, . . . . .	24	15	39
Failed, . . . . .	3	4	7
Total, . . . . .	53	42	95

## "DE LA SALLE" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Men.	Men.	Men.
Number of Students examined, . . . . .	84	80	164
Character of Answering :-			
Excellent, . . . . .	1	27	28
Very Good, . . . . .	35	26	71
Good, . . . . .	21	18	44
Fair, . . . . .	17	4	21
Failed, . . . . .			
Total, . . . . .	84	80	164

## "ST. MARY'S" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Women.	Women.	Women.
Number of Students examined, . . . . .	54	46	100
Character of Answering :-			
Excellent, . . . . .	11	15	23
Very Good, . . . . .	34	24	58
Good, . . . . .	5	4	9
Fair, . . . . .	1	3	4
Failed, . . . . .			
Total, . . . . .	54	46	100

## "MARY IMMACULATE" TRAINING COLLEGE.

	Final Year.	First Year.	Total.
	Women.	Women.	Women.
Number of Students examined, . . . . .	43	54	102
Character of Answering :-			
Excellent, . . . . .	11	13	24
Very Good, . . . . .	33	37	70
Good, . . . . .	4	3	7
Fair, . . . . .		1	1
Failed, . . . . .			
Total, . . . . .	43	54	102

## I.—LIST OF EIGHT NON-VESTED SCHOOLS taken into connexion.

County.	Class.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.
Dublin, . . . .	11	15895	Drumcondra, . . .	County Borough of Dublin.	R.C.
Kildare, . . . .	16	15896	Carnalway, . . . .	Naas (1) Rural . . .	E. C.
Kilkenny, . . . .	19	15893	Ganebo, . . . .	Castlesomer Rural, . .	R.C.
King's, . . . .	16	15889	Killicogh No. 2, . .	Tullamore Rural, . . .	E.C.
Louth, . . . .	9	15880	Mellifont, . . . .	Drogheda Rural, . . .	E.C.
Westmeath, . . . .	15	15892	Glascoo, . . . .	Athlone Rural . . . .	R.C.
Wexford, . . . .	12	15894	Rouaire (2), . . . .	Wexford Rural, . . .	R.C.
Galway, . . . .	14	15890	Castleckett, . . . .	Tamn Rural, . . . .	R.C.

## II.—FOUR STRUCK-OFF SCHOOLS restored to ROLL.

County.	Class.	Roll No.	School	Rural or Urban District or Town.	Religious Denomination of Manager.
Armagh, . . . .	6	10577	Belleville, . . . .	Lurgan (1) Rural, . .	Pres.
Lougford, . . . .	15	6769	Curraoeshan, . . .	Ballymahon Rural, . .	R.C.
Leitrim, . . . .	10	6454	Mosconantive, . . .	Nasorbahamilton Rural,	R.C.
Roscommon, . . . .	15	10171	Rotanagh, . . . .	Strokestown Rural . .	R.C.

## III.—LIST of EIGHTY-SIX NON-VESTED SCHOOLS struck off the ROLL.

County.	Roll No.	School.	Rural or Urban District or Town.	Reason for striking School off Roll.
Antrim,	88	Ballylagan,	Larne Rural,	Not required.
"	2645	Garry,	Ballymoney Rural,	"
"	2567	Creevevy,	Antrim Rural,	Superseded by Creevevy Vested School.
"	2931	Ella St.,	Co. Ber. of Belfast,	St. Colman's B. N. S.
"	9082	Wesley Place,	Ballymoney Urban,	Not required.
"	10346	Largymore,	Lisburn Urban,	Superseded by Largymore Vested School.
"	12912	Grosvenor rd., Inf.	Co. Ber. of Belfast,	Amalgamated with Grosvenor-road N. S.
Cavan,	4505	Tabber,	Enniskillen (2) Ru.,	Not required.
"	8273	Lisboduff, B.,	Cooteshill (1) Rural,	Amalgamated with Lisboduff G. N. S.
"	8489	Ballydunrow, G.,	Oldcastle (2) Rural,	" Ballydunrow B. N. S.
"	9435	Ravenwood,	Cavan Rural,	Inoperative.
"	10273	Kilmacraa,	Cooteshill (1) Rural,	Not required.
"	11879	Bawshoy, B.,	Bawshoy Rural,	Amalgamated with Bawshoy G. N. S.
"	13858	Drumlane,	Cavan Rural,	Not required.
"	13891	Lisnagirl (2),	Balleibero' Rural,	Superseded by Lisnagirl (2) Vested School.
Donegal,	161	Carrowmore,	Inishowen Rural,	Superseded by Carrowmore Vested School.
"	8628	Boysaugher,	Glenties Rural,	" Letter N. S.
"	11600	Corber (2),	Inishowen Rural,	" Carrowkeel N. S.
"	13210	Carrickfin Island,	Glenties Rural,	" Carrickfin Island Vested School.
Down,	3791	Lessans,	Hillshero' Rural,	Not required in locality.
"	11170	Fullymucknowes,	Downpatrick Rural,	"
"	12082	Ballymartin, G.,	Kilkeel Rural,	Amalgamated with Ballymartin B. N. S.
"	12429	Ballynafagh,	Co. Ber. of Belfast	Superseded by Ballynafagh Vested School.
"	13974	Donoughmore	Newry Rural,	Not required.
"	13610	Kilmore (2),	Downpatrick Rural,	"
Fermanagh,	5067	Anglinacloy,	Lisnaskea Rural,	Not required.
"	11148	Carrickapollin,	"	"
Londonderry,	2608	Aghadowey, B.,	Coleraine Rural,	Amalgamated with Aghadowey G. N. S.
"	2868	Fincaina, G.,	Linnavady Rural,	" Fincaina B. N. S.
"	12055	Cooleyrammer,	Coleraine Rural,	Not required.
Monaghan,	5617	Carrickmacross	Carrickmacross	Inoperative.
"	10985	Clones, Ind.,	Clones Urban,	Not required.
"	14129	Fengh,	Cooteshill (2) Rural,	"
Tyrone,	8210	Corleen,	Omagh Rural,	Not required.
Ulster,	4874	Scuriff, B.,	Scuriff Rural,	Superseded by Scuriff B. Vested School.
"	4875	" G.,	"	" Scuriff G. Vested School.
"	3569	Cahir a Owen,	Kilrush Rural,	" Shanavogh N. S.
Cork,	1198	Ballytibbet, B.,	Midleton Rural,	Amalgamated with Ballytibbet G. N. S.
"	1792	Inchigeela, B.,	Marross Rural,	Superseded by Inchigeela B. Vested School.
"	2205	Lisheen, B.,	Skibbereen Rural,	" Lisheen B. Vested School.
"	3445	Loch, G.,	Skull Rural,	Amalgamated with Loch B. N. S.
"	7853	Crookhaven,	"	Superseded by Crookhaven Vested School.
"	9959	Rockwood,	"	Rockwood Vested School.
"	11271	Lisheen, G.,	Skibbereen Rural,	" Lisheen Vested School.
"	12985	Gogginahill, Inf.	Cork Rural,	Replaced by Gogginahill Inf. Vested School.
"	15081	Horae Island,	Skull Rural,	Inoperative.
Limerick,	3415	Rathkeale P. L. U.	Town of Rathkeale,	Inoperative.
Tipperary,	3898	Bishopwood,	Coshel Rural,	Superseded by Bishopwood Vested School.
"	11343	Hore Abbev,	"	Not required.
"	11699	Donohill (2),	Tipperary (1) Ru.,	Has ceased operation.
"	12852	Nenagh,	Nenagh Urban,	Superseded by Nenagh Vested School.

## III.—LIST of EIGHTY-SIX NON-VESTED SCHOOLS struck off the ROLL—continued.

County.	Rd No.	School.	Rural or Urban District or Town.	Reason for striking School off Roll.
Waterford.	2214	Currahaha,	KilmacThomas Rn.,	Inoperative.
"	2498	Castletown,	Waterford (1) Rn.,	Superseded by Castletown Vested School.
Carlow,	8276	Grange, G.,	Carlow Rural,	Amalgamated with Grange B. N. S.
Dublin,	4522	Corduff,	Balrothery Rural,	Superseded by Corduff Vested School.
"	14284	Deolphi's Barn (2),	Co. Doco' of Dublin,	" St. James's Parish N. S.
"	15321	St. Vincent's Convent, Junr.,	"	" St. Vincent's Convent Junior Vested School.
"	15748	St. Catherine's W. Inf.	"	Inoperative.
Kildare,	771	Kildare Convent,	Nass No. 1 Rural,	Amalgamated with Kildare Convent N. S. 1559.
"	12997	Branxetown,	"	Has ceased operation.
Kilkenny,	5520	Connahy, B.,	Castlesomer, Rural,	Amalgamated with Connahy G. N. S.
King's,	7471	Portarlinton Convent.	Cloneygowan,	Superseded by Portarlinton Convent Vested School.
Louth,	15859	St. Peter's Inf.,	Boro' of Drogheda,	Not required.
Meath,	9891	Tyroack,	Kells Rural,	Not required.
"	10914	Johnstown, G.,	Navan Rural,	Amalgamated with Johnstown B. N. S.
Queen's,	15215	Mountmellick (5)	Town of Mountmellick.	Not required.
Wicklow,	11777	Downs, B.,	Rathdram Rural,	Amalgamated with Downs G. N. S.,
"	13561	Bromley,	"	Average attendance insufficient.
Galway,	7560	Newcastle, B.,	Loughrea Rural,	Superseded by Newcastle B. Vested School.
"	7591	" G.,	"	Newcastle G. Vested School.
"	9551	Kybsnee,	Ballinarloe (1) Ru.,	Inoperative.
"	11787	Kilvarra Convt.,	Gort Rural,	Superseded by Kilvarra Convent Vested School.
"	12241	Carrowbrown, G.,	Galway Rural,	Amalgamated with Carrowbrown B. N. S.
"	13575	Scannagh,	Glennamaddy Ru.,	" Scannagh B. N. S.
Leitrim,	8674	Mohill (2) G.,	Mohill Rural,	Amalgamated with Mohill (2) B. N. S.
"	9839	Aughasheel,	Cl.-on-Shannon Ru.,	Superseded by Aughasheel Vested School
"	10366	Sunnaghbeg,	Mohill Rural,	" Drumloughan N. S.
Mayo,	1750	Ballina (1), B.,	Ballina Urban,	Amalgamated with Ballina B. (2) N. S.
Roscommon,	5407	Kinard,	Strokestown Rural,	Not required.
"	7041	Finakagh,	"	Inoperative.
"	8112	Drumbeylan, G.,	Cl.-on-Shannon (2) Rural,	Amalgamated with Drumbeylan B. N. S.
"	10113	Mount Charles,	Castleres Rural,	Superseded by Fairymount B. and G. N. S.S.
Sligo,	4161	Cloanavare, B.,	Boyle (2) Rural,	Superseded by Cloanavare B. Vested School.
"	9772	" G.,	"	Cloanavare G. Vested School.
"	10488	Carrowville, G.,	Tubbercurry Rural,	Amalgamated with Carrowville B. N. S.
"	11965	Roses Point, G.,	Sligo Rural,	" Roses Point B. N. S.

## IV.—LIST OF FORTY-TWO BUILDING CASES brought into operation.

County.	Cases.	Roll No.	School.	Rural or Urban District or Town.	How voted	Religious Denomination of Manager.
Antrim.	3	15814	Creavery, . . .	Antrim Rural, . . .	v.c.	Pres.
"	7	15818	Lagymore, . . .	Lisburn Urban, . . .	v.t.	R.C.
"	3	15811	Ballynabee, . . .	Antrim Rural, . . .	v.c.	Pres.
"	8	15852	St. Colman's, . . .	Co. Borough of Belfast, . . .	v.t.	R.C.
Cavan, . . .	5	15038	Linnagirl (2), . . .	Bailieboro' Rural, . . .	v.t.	R.C.
Donegal, . . .	1	15706	Geeteabradie, . . .	Milford Rural, . . .	v.t.	R.C.
"	17	15815	Carrickfin Island, . . .	Gianties Rural, . . .	v.t.	R.C.
"	2	15853	Carrickmaguigley, . . .	Inishowen Rural, . . .	v.t.	R.C.
"	"	15834	Carrowkeel, . . .	Do. . . . .	v.t.	R.C.
"	"	15843	Carrowmore, . . .	Do. . . . .	v.t.	R.C.
"	1	15847	Letter, . . .	Gianties Rural, . . .	v.t.	R.C.
Down, . . .	8	15896	Ballynafagh, . . .	Co. Borough of Belfast, . . .	v.t.	Meth.
Londonderry, . . .	3	15792	Drumard, . . .	Coleraine Rural, . . .	v.c.	Pres.
"	2	15825	Drumaneeny, . . .	L'Gerry (1), Ra., . . .	v.t.	R.C.
Tyrone, . . .	4	15681	Tullyallen, . . .	Dungannon Ra., . . .	v.t.	R.C.
Clare, . . .	17	15801	Scariff, . . .	B. Scariff Rural, . . .	v.t.	R.C.
"	"	15802	Do., . . .	G. Do. . . . .	v.t.	R.C.
"	"	15847	Shanavogh, . . .	Kilrush Rural, . . .	v.t.	R.C.
Cork, . . .	22	15863	Lisheen, . . .	B. Skibbereen Ra., . . .	v.t.	R.C.
"	"	15564	Do., . . .	G. Do. . . . .	v.t.	R.C.
"	"	15934	Crookhaven, . . .	Skull Rural, . . .	v.t.	R.C.
"	"	15788	Inchigeela, . . .	B. Macroom Rural, . . .	v.t.	R.C.
"	"	15890	Rockwood, . . .	Skull Rural, . . .	v.t.	R.C.
Kerry, . . .	20	15844	Ballystaff, . . .	Dingle Rural, . . .	v.t.	R.C.
Tipperary, . . .	18	15535	Bishopwood, . . .	Cashel Rural, . . .	v.t.	R.C.
"	"	15778	Nonagh, . . .	Nonagh Urban . . .	v.t.	E.C.
Waterford, . . .	19	15841	Castletown, . . .	Waterford (1) Ra. . . .	v.t.	R.C.
Dublin, . . .	11	15530	Cooduff, . . .	Balrothery Rural, . . .	v.t.	R.C.
"	12	15767	St. James's Parish, . . .	Co. Borough of Dublin, . . .	v.t.	E.C.
"	11	15816	St. Vincent's Con., Jr . . .	Co. Borough of Dublin, . . .	v.t.	R.C.
King's, . . .	16	15586	Pertarlington Convent, . . .	Clonsilla Rural, . . .	v.t.	R.C.
Galway, . . .	14	15528	Kilvarn Convent, . . .	Govt Rural, . . .	v.t.	R.C.
"	"	15679	Tawin Island, . . .	Galway Rural, . . .	v.t.	R.C.
"	"	15771	Newcastle, . . .	B. Loughrea Rural, . . .	v.t.	R.C.
"	"	15772	Do., . . .	G. Do. . . . .	v.t.	R.C.
Letchin, . . .	10	15856	Aughasheh, . . .	Carrick-on-Shannon Rural, . . .	v.t.	R.C.
"	"	15685	Drumloughan, . . .	Mohill Rural, . . .	v.t.	R.C.
Roscommon, . . .	15	15425	Fairymanat, . . .	B. Castlerock Rural, . . .	v.t.	R.C.
"	"	15426	Do., . . .	G. Do. . . . .	v.t.	R.C.
Sligo, . . .	10	15213	Cloonsure, . . .	B. Boyle (2) Rural, . . .	v.t.	R.C.
"	"	15214	Do., . . .	G. Do. . . . .	v.t.	R.C.
"	"	15514	Tabbercurry, . . .	B. Tabbercurry Ra. . . .	v.t.	R.C.



V.—LIST of ONE HUNDRED and THIRTY-SIX VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1906.

County.	Roll No.	School.	Number of Pupils to be accommodated.	How vested.
Antrim, . . .	15392	Dunseverick, . . . . .	80	V.C.
" . . . . .	15519	Cloughmills, . . . . .	80	V.T.
" . . . . .	15684	Killygore, . . . . .	100	V.C.
" . . . . .	15963	Donagall Road, . . . . .	350	V.T.
" . . . . .	15874	Lonnends, . . . . .	100	V.C.
" . . . . .	15877	Craigmore, . . . . .	120	V.T.
" . . . . .	15881	Woodvale, . . . . .	400	V.T.
" . . . . .	15891	Larne Parochial, . . . . .	250	V.T.
Armagh, . . .	15568	Dunsey, . . . . .	120	V.T.
" . . . . .	15652	Carricknagavin, . . . . .	120	V.T.
" . . . . .	15890	Baky, . . . . .	100	V.T.
" . . . . .	15890	Bestbrook Convent, . . . . .	250	V.T.
Cavan, . . . .	15502	Killinkere, . . . . . B.	75	V.T.
" . . . . .	15503	Do. . . . . G.	75	V.T.
" . . . . .	15679	Drumlesden, . . . . .	120	V.T.
Donegal, . . .	15521	Ballymichael, . . . . .	150	V.T.
" . . . . .	15532	Crughross, . . . . .	80	V.T.
" . . . . .	15554	Goetnecart, . . . . .	60	V.T.
" . . . . .	15641	Derryloghan, . . . . .	80	V.T.
" . . . . .	15657	Dooy, . . . . .	80	V.T.
" . . . . .	15818	Ansry, . . . . .	100	V.T.
" . . . . .	15873	The Castle, . . . . .	100	V.C.
" . . . . .	15876	Cummin, . . . . .	60	V.T.
Down, . . . .	15824	Belvoir Hall, . . . . .	400	V.T.
" . . . . .	15839	Gransha, . . . . .	100	V.C.
Fermanagh, . .	15828	Killadeas, . . . . .	60	V.C.
" . . . . .	15837	Derrybrick, . . . . .	40	V.T.
Londonderry, .	15704	Knocknagin, . . . . .	80	V.T.
" . . . . .	15713	Christ Church, . . . . . B.	175	V.T.
" . . . . .	15714	Do. . . . . G.	175	V.T.
Monaghan, . .	15687	Grosnan's Cross, . . . . .	106	V.T.
Tyrone, . . . .	15376	Glencross, . . . . .	80	V.T.
" . . . . .	15412	Seakinore (2), . . . . .	80	V.T.
" . . . . .	15812	Galodon, . . . . .	100	V.T.
" . . . . .	15840	St. Patrick's Monastery, . . . . .	250	V.T.
" . . . . .	15860	Beachville, . . . . . B.	120	V.T.
Clare, . . . . .	15320	Caherharley, . . . . .	80	V.T.
" . . . . .	15549	Ballybran, . . . . .	120	V.T.
" . . . . .	15836	Kilkerrin, . . . . .	60	V.T.

18 *Building Cases not in operation on 31st December, 1906.*V.—List of ONE HUNDRED and THIRTY-SIX VESTED SCHOOLS—*con.*

County.	Roll No.	School.	Number of Pupils to be accommodated.	How vested.
Cork, . . . . .	15159	Bunmons, . . . . .	60	V.T.
" . . . . .	15323	Kilcullen, . . . . . B.	60	V.T.
" . . . . .	15334	Do. . . . . G.	69	V.T.
" . . . . .	15594	Grange, . . . . .	100	V.G.
" . . . . .	15597	Macroom, . . . . . B.	175	V.T.
" . . . . .	15598	Do. . . . . G.	175	V.T.
" . . . . .	15630	Kilcolman, . . . . . B.	60	V.T.
" . . . . .	15631	Do. . . . . G.	60	V.T.
" . . . . .	15681	Cullen, . . . . . B.	150	V.T.
" . . . . .	15683	Do. . . . . G.	150	V.T.
" . . . . .	15707	Youngfield, . . . . .	80	V.T.
" . . . . .	15858	Kildinan, . . . . .	60	V.T.
Kerry, . . . . .	14572	St. Joseph's, Milbown, . . . . .	200	V.T.
" . . . . .	14956	Lysacrompage, . . . . .	200	V.T.
" . . . . .	15592	Ventry, . . . . . B.	100	V.T.
" . . . . .	15593	Do. . . . . G.	100	V.T.
" . . . . .	15600	Bracklins, . . . . . B.	175	V.T.
" . . . . .	15601	Do. . . . . G.	175	V.T.
" . . . . .	15644	Tieranboul, . . . . . B.	75	V.T.
" . . . . .	15645	Do. . . . . G.	75	V.T.
" . . . . .	15660	Cloonearra, . . . . .	200	V.T.
" . . . . .	15663	Lettir, . . . . . B.	60	V.T.
" . . . . .	15668	Do. . . . . G.	60	V.T.
" . . . . .	15757	Caherlehorn, . . . . . B.	60	V.T.
" . . . . .	15758	Do. . . . . G.	60	V.T.
" . . . . .	15875	Ballyroe, . . . . .	80	V.T.
" . . . . .	15878	Derryquay, . . . . .	100	V.T.
Limerick, . . . . .	15680	Roxborough, . . . . .	60	V.T.
" . . . . .	15685	Athena, . . . . . B.	175	V.T.
" . . . . .	15696	Do. . . . . G.	175	V.T.
" . . . . .	15692	Bilboa, . . . . . B.	125	V.T.
" . . . . .	15695	Do. . . . . G.	125	V.T.
" . . . . .	15700	Cloverfield, . . . . .	80	V.T.
Tipperary, . . . . .	15526	Tour, . . . . .	80	V.T.
" . . . . .	15677	Lisvernan, . . . . .	150	V.T.
" . . . . .	15678	Aherlow, . . . . .	100	V.T.
" . . . . .	15696	Silvermines, . . . . . B.	75	V.T.
" . . . . .	15697	Do. . . . . G.	75	V.T.
" . . . . .	15703	Cashel, . . . . . inf.	200	V.T.
" . . . . .	15861	Cooldorney, . . . . .	80	V.T.
Waterford, . . . . .	15528	Cappoquin, . . . . .	120	V.T.
" . . . . .	15642	Portlaw Convent, . . . . .	300	V.T.
" . . . . .	15658	Moonsmea, . . . . .	80	V.T.
Kilda . . . . .	15655	Robertstown, . . . . .	100	V.T.
" . . . . .	15763	Monasterevan Convent, . . . . .	600	V.T.
" . . . . .	15870	Newbridge, . . . . . B.	150	V.T.
" . . . . .	15871	Do. . . . . inf.	270	V.T.
Kilkenny, . . . . .	15632	Kilmasow Convent, . . . . .	150	V.T.
" . . . . .	15695	Goresbridge Convent, . . . . .	100	V.T.

*Building Cases not in operation on 31st December, 1906. 19*

V.—List of ONE HUNDRED and THIRTY-SIX VESTED SCHOOLS—*con.*

County.	Roll No.	School.	Number of Pupils to be accommodated.	How vested
King's, . . .	15395	Mount Bohan, . . . . B.	75	V.T.
" . . . . .	15496	Do. . . . . G.	75	V.T.
" . . . . .	15612	Cadamstown, . . . . .	80	V.T.
" . . . . .	15656	Ballykilmarry, . . . . .	80	V.T.
Meath, . . . .	15483	Rathkeeny, . . . . . B.	75	V.T.
" . . . . .	15487	Do. . . . . G.	75	V.T.
Queen's . . . .	15562	Foxrock, . . . . .	80	V.T.
" . . . . .	15667	Knockree, . . . . .	100	V.T.
Wicklow, . . .	15676	Wicklow, . . . . . B.	200	V.T.
Galway, . . . .	15508	Brooklawn, . . . . .	150	V.T.
" . . . . .	15513	Inishlackan, . . . . .	60	V.T.
" . . . . .	15547	Gortadeevra, . . . . . B.	75	V.T.
" . . . . .	15580	Do. . . . . G.	75	V.T.
" . . . . .	15708	Mayrullen, . . . . . B.	100	V.T.
" . . . . .	15769	Do. . . . . G.	100	V.T.
" . . . . .	15796	Corandrum, . . . . .	80	V.T.
" . . . . .	15817	Shanballymore, . . . . .	120	V.T.
" . . . . .	15829	St. Joseph's (Ballinacree), . . . . .	120	V.T.
" . . . . .	15935	St. Brendan's (Loughrea), . . . . .	250	V.T.
" . . . . .	15842	Flunkagh, . . . . .	120	V.T.
" . . . . .	15845	Inishturbot, . . . . .	60	V.T.
" . . . . .	15846	Inishurk, . . . . .	60	V.T.
" . . . . .	15872	St. Joseph's (Ballinaboy), . . . . .	80	V.T.
Leitrim, . . . .	15690	Corragua, . . . . .	60	V.T.
" . . . . .	15699	Corruff, . . . . .	120	V.T.
Mayo, . . . . .	14866	Ballamonth, . . . . .	60	V.T.
" . . . . .	15542	Twinned Convent, . . . . .	400	V.T.
" . . . . .	15606	St. Patrick's (Falleighter), . . . . . B.	100	V.T.
" . . . . .	15609	Do. do., . . . . . G.	100	V.T.
" . . . . .	15682	Ballyglaw, . . . . . B.	75	V.C.
" . . . . .	15683	Do. . . . . G.	75	V.C.
" . . . . .	15705	Rathkall, . . . . .	80	V.T.
" . . . . .	15819	Crookaseolly, . . . . .	60	V.T.
" . . . . .	15854	Rahins, . . . . .	120	V.T.
" . . . . .	15964	Glensalry, . . . . .	40	V.T.
" . . . . .	15966	Carrakennedy, . . . . .	160	V.T.
Roscommon, . .	15543	Tibehine, . . . . . B.	125	V.T.
" . . . . .	15544	Do., . . . . . G.	125	V.T.
" . . . . .	15614	Taughmasanelli, . . . . . B.	75	V.T.
" . . . . .	15615	Do., . . . . . G.	75	V.T.
" . . . . .	15648	Clonowen, . . . . . B.	100	V.T.
" . . . . .	15649	Do. . . . . G.	100	V.T.
" . . . . .	15658	Ballyforman, . . . . . G.	80	V.T.
" . . . . .	15664	Grankshan, . . . . . G.	150	V.T.
Sligo, . . . . .	15527	Roughley, . . . . .	60	V.T.
" . . . . .	15606	Mount Town, . . . . .	120	V.T.
" . . . . .	15607	Glensakey, . . . . .	60	V.T.
" . . . . .	15663	Lagnagal, . . . . .	100	V.T.

## VI.—LIST of THIRTY SCHOOLS (VISTED) placed on the Suspended List.

County.	Roll No.	School.	Rural or Urban District or Town.	How visted.	Reason for placing School on the Suspended List.
Antrim, . . .	1531	Ballynashee, .	Antrim Rural, .	V.T.	Superseded by Ballynashee New Vested School.
Cavan, . . .	13059	Crosserlough, G.	Cavan Rural, .	V.T.	Amalgamated with Crosserlough B. N. S.
" . . .	13642	Cormaddyduff, B.	Oldcastle (2) Rural,	V.T.	Amalgamated with Cormaddyduff G. N. S.
Fermanagh, .	3295	Lisrievan, .	Irvinestown Rural,	V.C.	Not required.
Monaghan, .	12878	Drumusk, G.	Castleblayney Rural	V.T.	Amalgamated with Drumusk B. N. S.
Tyrone, . . .	2882	Tullyallen, . .	Dungannon Rural,	V.T.	Superseded by Tullyallen New Vested School.
" . . .	3866	Doosh, . G.	Castlederg Rural, .	V.C.	Amalgamated with Doosh B. N. S.
" . . .	14730	Aughaglen, G.	Omagh Rural, .	V.T.	Amalgamated with Aughaglen B. N. S.
Clare, . . .	2302	Kilkeo, . G.	Kilrush Rural, .	V.T.	Not required.
" . . .	6965	Glandree, . B.	Scariff Rural, .	V.C.	Amalgamated with Glandree G. N. S.
Cork, . . .	2806	Kilcullen, . B.	Macroon Rural, .	V.T.	Has ceased operation.
" . . .	3423	Clogagh, . G.	Clonskilty Rural, .	V.C.	Amalgamated with Clogagh B. N. S.
" . . .	12304	Rushreen, . B.	Macroon Rural, .	V.T.	Amalgamated with Rushreen G. N. S.
" . . .	12543	Chimneyfield, G.	Ferney Rural, .	V.C.	Amalgamated with Chimneyfield B. N. S.
Kerry, . . .	1702	Farrankilla, .	Dingle Rural, .	V.T.	Superseded by Ballyduff N. S.
" . . .	12190	Tyromoyle, G.	Caheriveen Rural,	V.T.	Amalgamated with Tyromoyle B. N. S.
Limerick, .	4668	Killacolla, . G.	Kilmallock (1) Rural.	V.T.	Amalgamated with Killacolla B. N. S.
Meath, . . .	14766	Fraña, . B.	Trim Rural, .	V.T.	Amalgamated with Fraña G. N. S.
Wexford, . .	7785	Ennisceorthy Model G.	Ennisceorthy Urban,	V.C.	Amalgamated with Ennisceorthy Model B. N. S.
" . . .	13300	Glanbriss, . G.	Ennisceorthy Rural,	V.T.	Amalgamated with Glanbriss B. N. S.
Wicklow, . .	663	Kilquiggan, G.	Shelleagh Rural,	V.C.	Amalgamated with Kilquiggan B. N. S.

## VI.—LIST of THIRTY SCHOOLS (VESTED) placed on the Suspended List—con.

County.	Roll No.	School.	Rural or Urban District or Town	How vested.	Reasons for placing School on the Suspended Lists.
Galway, . . .	3051	Loughrea, . . .	Loughrea Rural, . . .	v. t.	Not required.
" . . .	12142	Anghris, . . G.	Clifden Rural, . . .	v. t.	Amalgamated with Anghris B. N. S.
" . . .	13223	Innisbeer, . . G.	Galway Rural, . . .	v. t.	Amalgamated with Innisbeer B. N. S.
Mayo, . . .	13445	St. Mary's, . . G.	Castlebar Rural, . . .	v. t.	Amalgamated with St. Mary's B. N. S.
Roscommon, . . .	3310	Lisdrumneil, . . .	Castlerea Rural, . . .	v. t.	Superseded by Fairymount B. and G. N. SS.
" . . .	13301	Carrasallagh, G.	Do., . . .	v. t.	Amalgamated with Carrasallagh B. N. S.
" . . .	15015	Kiltycraigh, G.	Boyle (1) Rural, . . .	v. t.	Amalgamated with Kiltycraigh B. N. S.
Sligo, . . .	1853	Tubbercurry, B.	Tubbercurry Rural	v. t.	Superseded by Tubbercurry B. N. S.
" . . .	12309	Buninadden, G.	Do., . . .	v. t.	Amalgamated with Buninadden B. N. S.

## VII.—GENERAL SUMMARY of OPERATIVE, BUILDING, and INOPERATIVE SCHOOLS.

County.	Operative Schools.	Building Schools.	Inoperative Schools.	Total.	County.	Operative Schools.	Building Schools.	Inoperative Schools.	Total.
Antrim, . . .	702	8	-	710	Kildare, . . .	105	4	-	110
Armagh, . . .	272	4	-	276	Kilkenny, . . .	180	2	-	182
Cavan, . . .	273	3	1	277	King's, . . .	121	4	-	125
Down, . . .	435	8	2	445	Longford, . . .	109	-	-	109
Donegal, . . .	512	2	1	515	Louth, . . .	114	-	-	114
Fermanagh, . . .	179	2	-	181	Meath, . . .	168	3	-	170
Londonderry, . . .	296	3	-	299	Queen's, . . .	119	2	-	121
Monaghan, . . .	183	1	1	185	Westmeath, . . .	143	-	-	143
Tyrone, . . .	362	5	-	367	Wexford, . . .	178	-	-	178
Clare, . . .	264	3	-	267	Wicklow, . . .	134	1	-	135
Cork, . . .	733	12	1	746	Galway, . . .	419	14	1	434
Kerry, . . .	363	15	-	378	Leitrim, . . .	205	2	1	208
Limerick, . . .	262	6	1	269	Mayo, . . .	424	11	-	435
Tipperary, . . .	322	7	1	330	Roscommon, . . .	251	8	1	260
Waterford, . . .	141	3	-	144	Sligo, . . .	214	4	-	218
Carlow, . . .	83	-	1	84					
Dublin, . . .	335	-	-	335	Total, . . .	3,602	136	12	3,750

## CONVENT AND MONASTERY SCHOOLS.

(a.)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	Cen-til.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Roll for year ended 31st Dec., 1906.	Average daily attendance for year ended 31st Dec., 1906.	
						All Pupils.	8-13.
<b>ULSTER.</b>							
Co. ANTRIM,	7	15667	Lisburn,	Sacred Heart,	208	162	160
"	"	7039	Crumlin-road,	Sisters of Mercy,	270	220	210
"	"	10566	St. Catherine's,	Dominican,	365	271	267
"	"	13843	Star of the Sea,	Sisters of Mercy,	356	236	231
"	"	14138	St. Joseph's Crumlin-road,	do.,	117	36	33
"	"	15273	St. Vincent's (Odessa-st.)	Sisters of Charity,	751	453	433
"	"	8056	St. Malachy's,	Sisters of Mercy,	533	352	346
"	3	9488	St. Mary's,	Cross and Passion,	169	125	122
Co. ARMAGH,	6	9719	Edward-street,	Inf. Sisters of Mercy,	452	360	360
"	"	15183	Church-place,	do.,	141	102	87
"	"	3220	Mt. St. Catherine,	Sacred Heart,	843	243	240
"	"	10855	Kendy,	Poor Clares,	197	144	140
"	9	13868	Maghermahely,	Sisters of Mercy,	218	136	133
Co. CAVAN,	5	8490	Cavan,	Poor Clares,	290	194	185
"	"	10176	Ballyjamesduff,	do.,	183	125	113
"	"	11769	Belturbet,	Sisters of Mercy,	183	120	115
"	"	12093	Costhill,	do.,	104	65	62
Co. DONEGAL,	1	15916	Letterkenny,	Loreto,	90	68	66
"	"	10165	Gianties,	Sisters of Mercy,	83	60	54
"	2	2655	Glenties, sen. B. & G.	do.,	71	43	43
"	"	9278	Stoville,	do.,	125	99	99
"	"	10539	St. Patrick's,	do.,	169	114	112
"	1	14705	Ballyshannon (2),	do.,	163	105	98
Co. DOWNS,	8	15594	Nazareth House,	Sisters of Nazareth,	173	172	172
"	"	15595	Nazareth Lodge,	do.,	119	118	118
"	"	15380	St. Matthew's,	Cross and Passion,	495	344	344
"	"	10253	Mt. St. Patrick,	Sisters of Mercy,	295	211	199
"	9	243	St. Clare's,	Poor Clares,	703	478	469
"	"	9725	Rostrevor,	Sisters of Mercy,	115	70	69
"	"	13732	Warrenpoint,	do.,	105	77	73
"	"	7508	Canal street,	do.,	451	289	280
Co. FERMANAGH,	5	3635	Keshikillen Infant,	Sisters of Mercy,	76	57	57
Co. L'DERRY,	2	6168	St. Eugene's Cathedral,	Sisters of Mercy,	729	576	562
"	"	13212	St. Patrick's (2),	do.,	322	232	227
"	"	14658	St. Columb's, G. Inf.,	do.,	132	97	95
"	"	14580	do., B. Inf.	do.,	186	133	133
"	"	14915	Nazareth House,	Sisters of Nazareth,	264	186	181
"	3	14007	St. Mary's, Magherfesk,	Immaculate Conception,	83	63	61
"	"	15066	do., Inf.	do.,	73	60	59

(a.)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

PROVINCE AND COUNTY.	Cir- cuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1902.	Average daily attendance for year ended 31st Dec., 1902.		
						All Pupils.	Boys.	
<b>ULSTER—con.</b>								
Co. TYRONE,	1	10110	Sirahane, . . . . .	Sisters of Mercy, . . . . .	395	403	394	
	4	14272	Omagh, . . . . .	do., . . . . .	289	187	181	
	"	13814	Cookstown, . . . . .	Sisters of Mercy, . . . . .	208	166	158	
	"	14458	St. Patrick's, . . . . .	do., . . . . .	304	204	199	
<b>MUNSTER.</b>								
Co. CLARE,	17	10544	Rennistymon, . . . . .	Sisters of Mercy, . . . . .	278	192	174	
	"	12962	Tulla, . . . . .	do., . . . . .	164	132	117	
	18	15162	Killaloe, . . . . .	do., . . . . .	159	111	105	
	"	7315	Rauis, . . . . .	do., . . . . .	524	345	324	
	"	11800	Kilkee, . . . . .	do., . . . . .	257	172	158	
"	"	13874	Kilrush, . . . . .	do., . . . . .	304	366	328	
Co. CO. K.,	21	512	Middleton, . . . . .	Presentation, . . . . .	531	571	360	
	"	3828	Youghal, . . . . .	do., . . . . .	579	309	365	
	"	6375	Queenstown, . . . . .	Sisters of Mercy, . . . . .	679	512	496	
	"	7419	St. Mary's (Carrigtwohill)	Poor Servants of the Mother of God and the Poor.	171	122	121	
	"	"	13450	Rushbrook, . . . . .	Sisters of Mercy, . . . . .	94	79	79
	"	"	1541	Charleville, . . . . .	do., . . . . .	129	100	87
	"	"	13031	St. Joseph's, . . . . .	do., . . . . .	189	136	135
	"	"	2278	Millstreet, . . . . .	Presentation, . . . . .	268	199	170
	"	22	10047	Maerroom, . . . . .	Sisters of Mercy, . . . . .	413	311	299
	"	21	10252	Kantark, . . . . .	do., . . . . .	292	172	163
	"	"	2256	Fermoy, . . . . .	Presentation, . . . . .	498	351	338
	"	"	4268	Doneraile, . . . . .	do., . . . . .	184	126	117
	"	"	4630	Mallow, . . . . .	Sisters of Mercy, . . . . .	455	296	205
	"	"	11835	Buttevant, . . . . .	do., . . . . .	144	106	101
	"	"	12791	Michalstown, . . . . .	Presentation, . . . . .	352	236	213
	"	22	9161	Bantry, . . . . .	Sisters of Mercy, . . . . .	344	282	243
	"	"	13872	St. Patrick's, . . . . .	do., . . . . .	147	111	111
	"	"	15832	St. Patrick's, . . . . .	do., . . . . .	69	58	58
	"	"	7551	Clonakilty, . . . . .	Sisters of Mercy, . . . . .	327	229	214
	"	"	8430	Skibbereen, . . . . .	do., . . . . .	337	243	224
	"	"	13661	St. Mary's, . . . . .	Sisters of Charity, . . . . .	192	139	122
	"	"	13692	Do., . . . . .	do., . . . . .	197	139	129
"	"	14813	Roscarbery, . . . . .	Sisters of Mercy, . . . . .	293	216	195	
"	"	4572	Kinsale, . . . . .	do., . . . . .	528	380	365	
"	"	5257	Bandon, . . . . .	Presentation, . . . . .	399	263	248	
"	21	5940	Blackrock, . . . . .	Ursuline, . . . . .	121	86	85	
"	22	6153	St. Finbar's, . . . . .	Presentation, . . . . .	1,110	808	787	
"	21	13216	Clarence-street, . . . . .	do., . . . . .	543	402	397	
"	"	13896	St. Vincent's, . . . . .	Sisters of Charity, . . . . .	1,426	1,012	966	
"	20	14000	St. Joseph's, . . . . .	Sisters of Mercy, . . . . .	1,259	862	818	
"	21	14105	Clarence-street, . . . . .	Presentation, . . . . .	743	503	485	
"	22	14504	St. Finbar's, . . . . .	do., . . . . .	242	191	187	
"	"	14299	St. Mary's, Passage West, . . . . .	Sisters of Mercy, . . . . .	321	274	268	
"	"	14722	Schull, . . . . .	do., . . . . .	120	91	86	
Co. KERRY,	20	4092	Listowel, . . . . .	Presentation, . . . . .	450	310	285	
	"	11849	Lixnaw, . . . . .	do., . . . . .	167	83	68	
	"	13833	Do., . . . . .	do., . . . . .	70	45	45	
	"	13233	Ballyhannon, . . . . .	Sisters of Mercy, . . . . .	181	122	107	
	"	1859	Milltown, . . . . .	Presentation, . . . . .	151	99	84	
	"	13530	Mejdardwell, . . . . .	Sisters of Mercy, . . . . .	379	388	372	

## (A.)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

PROVINCE AND COUNTY.	Circult.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily attendance for year ended 31st Dec., 1906.		
						All Pupils.	3-16.	
<b>MUNSTER—con.</b>								
Co. KERRY—cov.	30	13615	Trillick (2), . . . . .	Sisters of Mercy, . . . . .	538	257	231	
	"	14952	Castelland, . . . . .	Presentation, . . . . .	447	345	315	
	"	16059	St. Gertrude's, . . . . .	Loreto, . . . . .	69	87	37	
Co. LIMERICK, . . . . .	20	7439	Abbeyfeale, . . . . .	Sisters of Mercy, . . . . .	251	175	153	
	"	15137	Cappamore, . . . . .	do., . . . . .	196	137	121	
	"	12998	Hospital, . . . . .	Presentation, . . . . .	343	295	254	
	"	14625	Doom, . . . . .	Sisters of Mercy, . . . . .	239	169	134	
	"	13026	Kilfinane, . . . . .	do. of Charity, . . . . .	327	278	267	
	"	17	679	SS. Mary and Munchie's, . . . . .	do. of Mercy, . . . . .	798	550	510
	"	"	18777	St. Vincent de Paul's, . . . . .	do., . . . . .	251	179	169
	"	"	5547	Sexton-street, . . . . .	Presentation, . . . . .	427	550	512
	"	"	6936	St. John's-square, . . . . .	Sisters of Mercy, . . . . .	653	469	458
	"	"	9296	Adare, . . . . .	do., . . . . .	114	84	71
	"	"	10684	Mt. St. Vincent, . . . . .	do., . . . . .	164	130	125
	"	"	11197	Best, . . . . .	Faithful Companions of Jesus, . . . . .	213	170	168
	"	"	12718	St. Vincent de Paul, Inf., . . . . .	Sisters of Mercy, . . . . .	383	268	268
	"	"	18490	St. Mary's, . . . . . B. Inf.	do., . . . . .	226	164	164
	"	"	14199	St. John's-square, B. Inf., . . . . .	do., . . . . .	230	163	163
"	"	14566	Sexton-street, G. Inf., . . . . .	Presentation, . . . . .	312	219	219	
"	"	6032	St. Catherine's, . . . . .	Sisters of Mercy, . . . . .	262	195	168	
"	"	6569	St. Anne's, . . . . .	do., . . . . .	255	192	172	
"	"	12975	St. Joseph's, . . . . . Inf.	do., . . . . .	172	130	130	
"	"	14555	Do., . . . . .	do., . . . . .	130	93	87	
Co. TIPPERARY, . . . . .	18	2183	Airhill, . . . . .	Sacred Heart, . . . . .	299	210	196	
	"	7392	Neagh, . . . . .	Sisters of Mercy, . . . . .	567	395	376	
	"	18371	Borrisokane, . . . . .	do., . . . . .	223	170	161	
	"	3486	Borrisoleigh, . . . . .	do., . . . . .	116	87	81	
	"	4068	Thurles, . . . . .	Presentation, . . . . .	539	381	357	
	"	9407	Templemore, . . . . .	Sisters of Mercy, . . . . .	174	135	125	
	"	15334	Ballingarry, . . . . .	Presentation, . . . . .	158	102	87	
	"	9432	Tipperary, . . . . .	Sisters of Mercy, . . . . .	423	287	275	
	"	"	581	Cashel, . . . . .	Presentation, . . . . .	315	221	216
	"	"	4133	Clogheen, . . . . .	Sisters of Mercy, . . . . .	178	135	129
	"	"	7232	Drungon, . . . . .	do., . . . . .	180	109	83
	"	"	8903	Fethard, . . . . .	Presentation, . . . . .	285	237	226
	"	"	10130	Cahir, . . . . .	Sisters of Mercy, . . . . .	295	218	202
	"	21	10457	Ballygreen, . . . . .	do., . . . . .	148	91	84
	"	18	11872	Carriek-on-Suir, . . . . .	Presentation, . . . . .	598	492	455
"	"	12349	Morton-street, . . . . .	Sisters of Charity, . . . . .	637	445	430	
"	"	13197	St. Joseph's (Carriek-on-Suir), . . . . .	Sisters of Mercy, . . . . .	199	142	140	
"	"	13404	New Inn, . . . . .	do., . . . . .	101	73	70	
"	"	15280	Cloamul, . . . . .	Presentation, . . . . .	268	189	181	
Co. WATERFORD, . . . . .	19	5095	Ardmore, . . . . .	Sisters of Mercy, . . . . .	66	49	47	
	"	12911	Idamore, . . . . .	Presentation, . . . . .	281	162	156	
	"	15457	Cappoquin, . . . . .	Sisters of Mercy, . . . . .	168	130	124	
	"	19	11556	Kilfinchhamas, . . . . .	do., . . . . .	196	107	103
	"	"	11844	Waterford, . . . . .	Presentation, . . . . .	463	312	304
	"	"	12007	Ferrybank, . . . . .	Sacred Heart, . . . . .	177	123	120
	"	"	12007	Dungarvan (2), . . . . .	Presentation, . . . . .	268	179	173
	"	"	12334	Star of the Sea, . . . . .	Sisters of Charity, . . . . .	216	160	136
	"	"	12408	St. Joseph's, . . . . .	do., . . . . .	801	573	552
	"	"	12523	Portlaoise, . . . . .	Sisters of Mercy, . . . . .	290	134	132
	"	"	12835	St. John's (2), . . . . .	Ursuline, . . . . .	333	239	239
	"	"	12573	Dunmore, East, . . . . .	Sisters of Mercy, . . . . .	122	89	78



(a.)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

PROVINCE AND COUNTY.	Cir- cuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily attendance for year ended 31st Dec., 1906.	
						All Pupils.	0-14.
<b>HUNSTER—con.</b>							
Co. WATERFORD	19	13020	Stradbally, . . .	Sisters of Mercy, . . .	180	95	89
"	"	14938	St. Othman's, . . .	do., . . .	428	267	261
"	"	15295	St. Alphonsus, . . .	St. John of God, . . .	178	127	125
<b>LEINSTR.</b>							
Co. CARLOW, . . .	19	15245	Carlow, . . .	Presentation, . . .	453	393	376
"	"	10910	Do., . . . Inf.	Sisters of Mercy, . . .	158	142	141
"	"	13307	Tullow, . . .	Brigidine, . . .	282	181	177
"	"	1826	Bagninstown, . . .	Presentation, . . .	436	268	265
Co. DUBLIN, . . .	11	1149	King's Inns-st., . . .	Sisters of Charity, . . .	1,212	1,001	962
"	"	8935	George's-hill, . . .	Presentation, . . .	891	623	602
"	"	9932	Beanope-street, . . .	Sisters of Charity, . . .	937	710	690
"	"	11883	Baldoye, . . .	do., . . .	178	130	128
"	"	12468	Cabra, . . .	Dominican, . . .	129	103	103
"	"	12448	Gardiner-street, . . .	Sisters of Charity, . . .	1,494	1,142	1,106
"	"	13387	Mount Sackville, . . .	St. Joseph's, . . .	79	58	57
"	"	14515	East Wall, . . .	Sisters of Charity, . . .	377	519	515
"	"	13056	St. Vincent's, . . .	Sisters of Charity, . . .	1,131	839	877
"	"	15816	Do., . . . junior	do., . . .	837	665	665
"	"	743	St. James's (1), . . .	do., . . .	1,081	738	725
"	"	2018	Baggot-street, . . .	Sisters of Mercy, . . .	1,409	967	961
"	"	13147	Lucan, . . .	Presentation, . . .	281	220	214
"	"	7032	Loreto (Looseo-lane), . . .	Loreto, . . .	646	471	463
"	"	7546	Golden Bridge, . . .	Sisters of Mercy, . . .	602	405	395
"	"	7883	Clondalkin, . . .	Presentation, . . .	246	184	178
"	"	11684	Weaver's-square, . . .	Sisters of Mercy, . . .	1,135	761	746
"	"	12471	Our Lady's Mount, . . .	Sisters of Charity, . . .	552	404	386
"	"	13611	Warrenmount, . . .	Presentation, . . .	836	695	679
"	"	1985	Boaterstown, . . .	Sisters of Mercy, . . .	199	141	137
"	"	5600	Kingsdown, . . .	Dominican, . . .	915	651	641
"	"	11832	Mount Anville, . . .	Sacred Heart, . . .	165	126	124
"	"	11294	Sandymount, . . .	Sisters of Charity, . . .	392	293	280
"	"	12509	St. Anne's, . . .	do., . . .	238	175	171
"	"	14386	Blackrock, . . .	Sisters of Mercy, . . .	510	369	378
"	"	729	Loreto, . . .	Loreto, . . .	151	119	116
"	"	7182	Dulkey, . . .	do., . . .	225	178	175
"	"	11569	Townsend-street, . . .	Sisters of Mercy, . . .	852	527	513
"	"	13612	St. Joseph's, Terenure, . . .	Presentation, . . .	400	263	262
"	"	15480	Hareid, . . .	Sisters of Mercy, . . .	355	235	275
Co. KILDARE, . . .	11	779	Maynooth, . . .	Presentation, . . .	925	171	162
"	"	1151	Clane, . . .	do., . . .	107	73	71
"	"	13049	Naas, . . .	Sisters of Mercy, . . .	272	213	208
"	"	11976	Kilcock, . . .	Presentation, . . .	162	123	121
"	"	16	Monasterevan, . . .	Sisters of Mercy, . . .	135	99	91
"	"	13782	Do., . . . Inf.	do., . . .	80	65	63
"	"	2105	Newbridge, . . . Inf.	Immaculate Conception, . . .	237	178	176
"	"	11745	Great Connell, . . .	do., . . .	151	119	114
"	"	11806	Kilcullen, . . .	Cross and Passion, . . .	169	116	116
"	"	13373	St. Michael's (Athy), . . .	Sisters of Mercy, . . .	491	391	393
"	"	13389	Kildare, . . .	Presentation, . . .	302	255	218

## (a.)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

PROVINCE AND COUNTRY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1905.	Average Daily Attendance for year ended 31st Dec., 1905.			
						All Pupils.	5-14.		
<b>LEINSTER—con.</b>									
Co. KILKENNY.	19	2181	Thomastown.	Sisters of Mercy.	239	160	156		
		9184	Geeshridge.	Brigidine.	142	109	106		
		16478	St. Patrick's.	St. John of God.	371	290	253		
		10035	Castlecomer.	Presentation.	275	189	173		
		13675	Callan.	Sisters of Mercy.	303	215	205		
		13885	Kilkenny.	Presentation.	671	515	471		
		5437.	Monastin.	do.	184	115	110		
"	"	7260	Kilmastow.	do.	145	112	100		
KING'S CO.,	16	3220	Mirr.	Sisters of Mercy.	348	287	270		
		5913	Kilcormac.	do.	171	122	113		
		13503	St. Rynagh's (Banagher).	Sacred Heart.	134	101	98		
		823	Kilins.	Presentation.	112	69	65		
		2060	Tullamore.	Sisters of Mercy.	599	410	402		
		15556	Pocklington.	Presentation.	339	234	216		
		13118	Clara.	Sisters of Mercy.	298	178	170		
"	"	1562	Edenderry.	St. John of God.	279	205	204		
Co. LONGFORD.	15	12942	St. Joseph's.	Sisters of Mercy.	449	304	287		
		13846	Grnward.	do.	201	127	123		
		3883	Ballymahon.	do.	162	117	110		
		15630	St. Elizabeth.	do.	178	120	118		
Co. LOUTH.	9	851	Drogheda.	Presentation.	578	442	423		
		5327	Dundalk (2).	Sisters of Mercy.	712	580	551		
		8445	Andoe (2).	do.	177	115	111		
		10475	St. Vincent's, junr. boys.	Sisters of Charity.	284	229	226		
		14631	Castletown Road.	Sisters of Mercy.	369	215	212		
"	"	8052	St. Mary's.	do.	297	197	193		
Co. MEATH.	9	883	Navan (1).	Loreto.	272	166	163		
		7472	Do. (2).	Sisters of Mercy.	583	411	397		
		10913	Trim.	do.	370	172	168		
		12058	Kells.	do.	504	399	369		
QUEEN'S CO.,	16	1556	Ballyrean.	Brigidine.	90	61	57		
		7103	Mountmellick.	Presentation.	361	193	180		
		7442	Borris-in-Osney.	Sisters of Mercy.	149	113	102		
		13343	Coots-street.	Brigidine.	161	121	112		
		13306	Maryborough.	Presentation.	476	342	322		
		13613	Abbeyleix.	Brigidine.	240	176	168		
		13957	Stradbally.	Presentation.	217	167	157		
		"	"	1157	Rathdowney.	St. John of God.	230	166	155
		"	"	"	"	"	"	"	
Co. WEXFORD.	11	934	Mullingar.	Presentation.	431	328	276		
		15512	Moate.	Sisters of Mercy.	244	160	149		
		14608	Rochford Bridge.	do.	115	75	71		
		7722	St. Peter's.	do.	401	302	280		
		13417	St. Mary's.	Sacred Heart.	215	152	148		
		14491	Kilheggan.	Sisters of Mercy.	226	172	166		
Co. WEXFORD.	19	967	New Ross (1).	Carmelite.	308	239	233		
		8670	Dunashoo.	St. Louis.	65	36	33		
		10622	Kanagrage.	do.	57	40	38		
		14544	St. Joseph's.	Sisters of Mercy.	506	324	221		

(a.)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	2-16.
<b>LEINSTER—con.</b>							
Co. WEXFORD—con.	19	14755	Ballyhack, . . . .	St. Louis, . . . .	94	85	81
"	"	989	Wexford, . . . .	Presentation, . . . .	749	532	504
"	"	3634	Newtownharry, . . . .	Faithful Companions of Jesus, . . . .	116	81	78
"	"	3824	Gorey, . . . .	Loreto, . . . .	226	161	156
"	"	6458	Presentation Convent, Ennisterry, . . . .	Presentation, . . . .	453	267	256
"	"	6624	Kilbark, . . . .	St. John of God, . . . .	79	55	52
"	"	8231	Templeshannon, . . . .	Sisters of Mercy, . . . .	508	207	187
"	"	11361	Paytha, . . . .	St. John of God, . . . .	396	320	311
"	"	11986	Sommet Hill, . . . .	Sisters of Mercy, . . . .	128	100	92
"	"	12966	St. Mary's, George's-st., . . . .	do., . . . .	459	269	248
"	19	9184	Sheltagga, . . . .	St. Louis, . . . .	57	39	39
<b>Co. WICKLOW, . . . .</b>							
"	12	7246	Ravenhill, . . . .	Sisters of Charity, . . . .	332	248	240
"	"	10162	St. Michael's, . . . .	Sisters of Mercy, . . . .	30	78	76
"	"	10418	Wicklow, . . . .	Dominican, . . . .	329	235	230
"	"	13932	Arklow, . . . .	Sisters of Mercy, . . . .	297	275	266
"	"	14964	St. Patrick's (Bray), . . . .	Loreto, . . . .	206	190	187
"	16	14653	Balinglass, . . . .	Presentation, . . . .	203	147	141
<b>CONNAUGHT.</b>							
<b>Co. GALWAY, . . . .</b>							
"	14	12234	Tuan (1), . . . .	Presentation, . . . .	282	196	168
"	"	12250	Do. (2), . . . .	Sisters of Mercy, . . . .	383	247	222
"	"	1013	Rabson, . . . .	Presentation, . . . .	445	351	331
"	"	4515	Newtownsadh, . . . .	Sisters of Mercy, . . . .	602	396	363
"	"	12243	Carra, . . . .	do., . . . .	62	35	35
"	"	13190	Cliffden, . . . .	do., . . . .	169	114	110
"	"	13420	Oughterard, . . . .	do., . . . .	275	174	167
"	"	12181	Clareubridge, . . . .	Sisters of Charity, . . . .	111	72	70
"	"	13265	Ouanmore, . . . .	Presentation, . . . .	184	71	70
"	"	1518	Woodford, . . . .	Sisters of Mercy, . . . .	152	101	97
"	"	6632	St. Vincent's, . . . .	do., . . . .	324	210	201
"	15	6859	Ballinacree, . . . .	do., . . . .	404	301	285
"	16	12751	Eyrescourt, . . . .	do., . . . .	121	80	74
"	"	14159	St. Joseph's, . . . .	do., . . . .	191	142	136
"	14	15323	Kinvata, . . . .	do., . . . .	125	74	69
"	"	13268	Gort, . . . .	do., . . . .	254	182	165
"	"	14048	Headford, . . . .	Presentation, . . . .	68	48	47
<b>Co. LEITRIM, . . . .</b>							
"	10	18770	Mohill, . . . .	Sisters of Mercy, . . . .	245	139	144
"	"	2021	Ballinacree, . . . . Inf.	do., . . . .	94	60	59
"	"	12940	Car-on-Shannon, . . . .	Marist, . . . .	232	183	169
"	"	13614	Ballinacree, . . . .	Sisters of Mercy, . . . .	93	55	51
<b>Co. MAYO, . . . .</b>							
"	13	14176	St. John's (Foxford), . . . .	Sisters of Charity, . . . .	70	43	40
"	"	14345	Do., . . . . Inf.	do., . . . .	115	77	77
"	"	2713	Swinsford, . . . .	Sisters of Mercy, . . . .	234	143	132
"	"	13628	St. Aidan's (Kiltimagh), . . . .	St. Louis, . . . .	162	101	101
"	"	15764	Do. (Do.) . . . .	do., . . . .	105	77	65
"	"	12255	St. Patrick's, . . . .	Sisters of Mercy, . . . .	484	357	337
"	"	12517	St. Joseph's, . . . .	do., . . . .	162	111	107
"	"	14410	St. Angela's, . . . .	do., . . . .	406	258	245

## Convent Schools paid by Capitation.

## (a.)—THREE HUNDRED AND TWO CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906.		
						All Pupils.	5-15.	
<b>CONNAUGHT—CON.</b>								
Co. MAYO—CON.	13	12230	Mt. St. Michael's,	Sisters of Mercy, .	322	215	197	
		13592	Ballinrobe, . . . .	do., . . . .	376	248	232	
		15575	St. Joseph's, . . . .	do., . . . .	326	223	210	
		14083	Achill Sound, . . . .	do., . . . .	135	86	83	
Co. ROSCOMMON.	15	13362	St. Francis Xavier's, .	Sisters of Charity, .	278	190	177	
		15043	Abbeytown, . . . .	Sisters of Mercy, .	299	181	167	
		6308	Stretokstown, . . . .	do., . . . .	194	142	124	
		15063	St. Mary's, . . . .	do., . . . .	357	267	245	
		15139	Abbeycarton, . . . .	do., . . . .	208	170	150	
		15198	St. Anne's, . . . .	do., . . . .	275	206	186	
Co. SLIGO.	10	12754	St. Joseph's, Summerhill,	do., . . . .	142	109	88	
		13240	St. Patrick's, . . . .	Sisters of Mercy, .	517	389	361	
		14846	Do., . . . . B. Inf.	do., . . . .	168	138	138	
		13574	St. Vincent's, . . . .	Ursuline, . . . .	207	140	138	
		11087	Banna, . . . .	Sisters of Charity, .	134	96	85	
		2996	Fabbercurry, . . . .	Mariæ, . . . .	108	74	66	
		11460	Do., . . . . Inf.	do., . . . .	140	106	106	
Total Convent Schools paid by Capitation, } 302.					Total, . . . .	96,106	69,239	66,274

## (b.)—THIRTY CONVENT NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &amp;c.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	5-15.
<b>ULSTER.</b>							
Co. ARMAUGH, . . . .	6	15310	Peristdown, . . . .	Presentation, . . . .	229	157	155
		11782	Middletown (2), . . . .	St. Louis, . . . .	60	35	32
		13373	Do., . . . . Inf.	do., . . . .	71	43	48
Co. DONEGAL, . . . .	1	14531	Bundarra, . . . .	St. Louis, . . . .	156	160	99
Co. FERMANAGH, . . . .	5	13401	Enniskillen, . . . .	Sisters of Mercy, . . . .	345	209	195
Co. MONAGHAN, . . . .	6	559	Monaghan, . . . .	St. Louis, . . . .	196	95	80
		15402	Do., . . . . Inf.	do., . . . .	208	145	145
		15041	Cloves, . . . .	do., . . . .	94	64	59
		15491	Do., . . . . Inf.	do., . . . .	149	101	100
		15329	Carrickmacross, . . . .	do., . . . .	205	233	217

Convent Schools paid by Personal Salaries, and  
Monastery Schools paid by Capitation.

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(b.)—THIRTY CONVENT NATIONAL SCHOOLS PAID BY PERSONAL  
SALARIES, &c.—continued.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.		
						All Pupils.	2-5.	
<b>MUNSTER.</b>								
Co. CORK,	22	13702	Castletown, . . .	Sisters of Mercy, . . .	170	125	111	
"	"	13910	Crosshaven, . . .	Presentation, . . .	257	197	171	
Co. KERRY,	20	558	Diagle, . . .	Presentation, . . .	405	300	280	
"	"	545	Trillick, . . .	do., . . .	615	308	368	
"	"	13382	St. Joseph's Presen- tation . . .	do., . . .	85	66	65	
"	"	13742	Rathmore, . . .	do., . . .	296	135	124	
"	"	13051	Killarney, . . .	do., . . .	154	140	115	
"	"	13381	Do. (2), . . .	Sisters of Mercy, . . .	149	106	90	
"	"	13542	Cabercivean, . . .	Presentation, . . .	297	280	207	
"	"	13387	Killarney, . . .	do., . . .	161	115	113	
"	"	13473	Do. (2), . . .	Sisters of Mercy, . . .	218	148	149	
"	"	8820	Kenmare, . . .	Poor Clares, . . .	282	202	188	
Co. WATERFORD,	21	1299	Tallow, . . .	Carmelite, . . .	139	99	85	
"	19	11461	Dungarvan, . . .	Sisters of Mercy, . . .	179	142	126	
"	"	13473	Do., . . .	do., . . .	151	118	117	
<b>LEINSTER.</b>								
Co. KILDARE,	16	11386	Rathangan, . . .	Sisters of Mercy, . . .	175	131	128	
Co. LONGFORD,	13	8546	Newtownforbes, . . .	Sisters of Mercy, . . .	80	67	60	
<b>CONNAUGHT.</b>								
Co. MAYO,	13	5215	Ballina, . . .	Sisters of Mercy, . . .	179	103	94	
"	"	12961	Do., . . .	do., . . .	315	136	156	
Co. SLIGO,	10	12323	Ballymote, . . .	Sisters of Mercy, . . .	106	81	81	
Total of Convent } Schools paid by } 30 personal Salaries, } &c. }					Gross Total, . . .	6,326	4,249	3,868

(c.)—TWO MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.		
						All Pupils.	2-5.	
<b>MUNSTER.</b>								
Co. CORK,	22	5669	Gt. George's-street, . . .	Presentation, . . .	449	301	299	
"	"	5399	Douglas-street, . . .	Do., . . .	698	411	408	
					Total, . . .	1,058	712	707

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*Monastery Schools paid by Personal Salaries.*

(d.)—FIFTY MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &amp;c.

PROVINCE AND COUNTY.	Circuit	Roll No.	School.	Religious Order of Community.	Average No. of Pupils on Rolls for year ended 31st Dec., 1904.	Average daily Attendance for year ended 31st Dec., 1904	
						At Pupils.	2-15.
<b>ULSTER.</b>							
CO. ANTRIM,	7	15242	St. Gall's Monastery (1).	Brothers of the Christian Schools, . . .	302	250	250
"	-	15492	Do. (2), . . .	do., . . .	78	64	64
"	-	15659	St. Finian's, . . .	do., . . .	130	58	58
CO. ARNAGH,	6	7181	Crossmore Keady,	Brothers of the Christian Schools, . . .	123	97	96
CO. DONEGAL,	1	14928	Letterkenny, . . .	Presentation, . . .	169	126	126
CO. DOWNS,	8	9428	John-street, . . .	Brothers of the Christian Schools, . . .	162	128	126
CO. FERMANAGH,	5	12420	St. Michael's, . . .	Presentation, . . .	178	116	115
CO. MONAGHAN,	9	395	Carrikkumross, . . .	Patriotian, . . .	149	102	99
CO. TYRONE,	4	15232	Anne-street, . . .	Presentation, . . .	225	167	162
<b>MUNSTER.</b>							
CO. CORK,	21	15718	St. Joseph's, Cove (1), . . .	Presentation, . . .	269	208	205
"	-	15775	Do. (2), . . .	do., . . .	217	171	171
"	-	12519	Malow, . . .	Patriotian, . . .	354	250	248
"	22	14784	St. Patrick's (Dunmanway).	Brothers of the Christian Schools, . . .	141	96	89
"	-	12473	Greenmount, . . .	Presentation, . . .	381	279	275
"	-	14403	St. John's, Kinsale, . . .	do., . . .	293	229	205
CO. KERRY,	20	1798	Killarney, . . .	Presentation, . . .	368	229	215
"	-	3655	Milltown, . . .	do., . . .	183	92	83
CO. LIMERICK,	18	6543	Hospital, . . .	Brothers of the Christian Schools, . . .	182	147	126
CO. TIPPERARY,	18	13914	Fethard, . . .	Patriotian, . . .	173	118	110
CO. WATERFORD,	19	15046	St. Stephen's, . . .	Brothers of the Christian Schools, . . .	596	455	442
<b>LEINSTER.</b>							
CO. CARLOW,	19	681	Tullow, . . .	Patriotian, . . .	115	90	89
"	-	13105	St. Bridget's, . . .	Brothers of the Christian Schools, . . .	195	144	137
CO. KILDARE,	16	12747	Kildare, . . .	Brothers of the Christian Schools, . . .	178	122	116

(d)—FIFTY MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.—continued.

PROVINCE AND COUNTY.	Circuit.	Roll No.	School.	Religious Order or Community.	Average No. of Pupils as Ratio for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.	
						All Pupils.	F-15.
<b>LAINSTER—cont.</b>							
Co. KILKENNY, .	19	13263	St. Patrick's, . .	Brothers of the Christian Schools, . . .	160	114	109
KING & Co., .	16	12370	St. Brendan's, . .	Presentation, . .	276	205	201
Co. LOUTH, .	9	2094	Ardee, . . .	Brothers of the Christian Schools, . . .	144	102	102
"	"	14641	Castletown Road, . .	do., . . .	295	197	194
QUEEN'S Co., .	16	918	Castletown, . . .	Brothers of the Christian Schools, . . .	76	59	59
"	"	7636	Coote-street, . . .	Patrician, . . .	138	100	98
Co. WEXFORD, .	15	12804	St. Mary's, . . .	Marist, . . .	126	106	102
"	"	13756	Do., . . prep.	do., . . .	186	103	103
Co. WEXFORD, .	19	18369	St. Aloysius, . . .	Brothers of the Christian Schools, . . .	81	51	48
<b>CONNUGHT.</b>							
Co. GALWAY, .	14	12478	Kilkerin, . . .	Franciscan, . . .	104	57	56
"	"	12526	Curry, . . .	do., . . .	103	53	53
"	"	1016	Galway, . . .	Patrician, . . .	324	232	229
"	"	15316	Nun's Island, . . .	do., . . .	140	114	111
"	"	12765	Carabeg, . . .	Franciscan, . . .	126	69	69
"	"	12502	Roundstone, . . .	do., . . .	68	49	49
Co. LEITRIM, .	10	14770	St. Mary's (Carrick- Shannon), . . .	Presentation, . .	165	116	99
Co. MAYO, .	13	12621	Treenaur, . . .	Franciscan, . . .	55	32	30
"	"	13727	Eirew, . . .	do., . . .	73	41	40
"	"	13159	Bannecurry, . . .	do., . . .	56	37	37
"	"	13947	St. Patrick's, . . .	Brothers of the Christian Schools, . . .	258	191	182
Co. ROSCOMMON, .	10	15023	St. Joseph's (Boyle), . .	Presentation, . .	215	153	48
"	15	12264	Highlake, . . .	Franciscan, . . .	122	62	62
"	"	12357	Granishan, . . .	do., . . .	150	76	78
"	"	18798	St. John's (Ballaghado- reen), . . .	Brothers of the Christian Schools, . . .	151	106	99
"	"	1086	Castleran, . . .	Marist, . . .	148	95	91
Co. SLIGO, .	10	14533	Quay-street junior	Marist, . . .	193	140	140
"	"	15051	Do., . . senior	do., . . .	183	129	123
Total of Monastery Schools paid by Personal Salaries, &c. } 50							
Total, . . .					9,161	6,512	6,296

## (e).—SUMMARY ACCORDING TO RELIGIOUS ORDERS—CONVENT NATIONAL SCHOOLS.

Religious Order.	Schools paid by Capitation.	Schools paid by Personal Salaries, &c.	Total.
Sisters of Mercy, . . . . .	137	11	148
Presentation, . . . . .	57	9	66
Sisters of Charity, . . . . .	26	-	26
St. Louis, . . . . .	6	3	14
Lorette, . . . . .	9	-	9
Sacred Heart, . . . . .	7	-	7
Poor Clares, . . . . .	4	1	5
Brigidian, . . . . .	5	-	5
Dominican, . . . . .	4	-	4
Immaculate Conception, . . . . .	4	-	4
St. John of God, . . . . .	6	-	6
Ursuline, . . . . .	3	-	3
Carmelite, . . . . .	1	1	2
Faithful Companions of Jesus, . . . . .	2	-	2
Cross and Passion, . . . . .	3	-	3
St. Joseph, . . . . .	1	-	1
Marist, . . . . .	3	-	3
Poor Servants of the Mother of God and the Poor, . . . . .	1	-	1
Sisters of Nazareth, . . . . .	3	-	3
<b>Total Convent National Schools, . . . . .</b>	<b>302</b>	<b>30</b>	<b>332</b>

## MONASTERY NATIONAL SCHOOLS.

Brothers of the Christian Schools, . . . . .	-	17	17
Presentation, . . . . .	2	12	14
Franciscan, . . . . .	-	9	9
Patrician, . . . . .	-	7	7
Marist, . . . . .	-	5	5
<b>Total Monastery National Schools, . . . . .</b>	<b>2</b>	<b>50</b>	<b>52</b>

## (f).—GENERAL SUMMARY—SCHOOLS AND ATTENDANCE.

	PAID BY CAPITATION.				PAID BY PERSONAL SALARIES, &c.				TOTAL.			
	No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.		No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.		No. of Schools.	Average No. of Pupils on Rolls for year ended 31st Dec., 1906.	Average Daily Attendance for year ended 31st Dec., 1906.	
			All Pupils.	5-15.			All Pupils.	5-15.			All Pupils.	5-15.
Convents, . . . . .	302	96,106	69,330	66,274	30	6,125	4,249	3,956	332	102,231	73,489	70,230
Monasteries, . . . . .	2	1,058	712	707	50	9,161	6,512	6,296	52	10,219	7,224	7,063
<b>Total, . . . . .</b>	<b>304</b>	<b>97,164</b>	<b>69,331</b>	<b>66,981</b>	<b>80</b>	<b>15,287</b>	<b>10,761</b>	<b>10,252</b>	<b>384</b>	<b>112,451</b>	<b>80,712</b>	<b>77,293</b>



ONE HUNDRED and THIRTY-FIVE WORKHOUSE SCHOOLS with the Average Number of Pupils on the Rolls, and the Average Daily Attendance of Pupils for the year ended 31st December, 1906.

County.	Roll No.	School.	Average No. of Pupils on Roll for year ended 31st Dec., 1906.	Average Daily Attendance.		County.	Roll No.	School.	Average No. of Pupils on Roll for year ended 31st Dec., 1906.	Average Daily Attendance.	
				All Pupils.	5-15.					All Pupils.	5-15.
ANTRIM.	3699	Ballymoney.	3	3	3	CLARE.	3408	Scariff.	8	7	7
"	3843	Ballymena.	31	30	30	"	3584	Eamsey-men.	23	13	13
"	8781	Lisburn.	26	18	18	"	6180	Tulla.	11	9	9
"	3653	Leitrim.	7	7	7	"	6359	Ballyvaughan.	18	16	16
"	6314	Antrim.	29	26	26	"	6395	Corois.	15	13	13
"	3048	Belfast.	392	103	103	"	8238	Ennis.	64	52	52
						"	3488	Kilrush.	40	35	35
						"	6324	Killalysert.	14	13	13
ARMAGH.	11300	Lurgan.	13	8	8						
"	10280	Newry.	12	9	9						
						COCK.	3167	Midleton.	34	19	29
						"	6121	Youghal.	20	15	15
						"	3923	Kanturk.	19	17	17
CAVAN.	3429	Cavan.	28	25	25	"	4896	Macroom.	15	12	12
"	3447	Balleiborough.	15	14	14	"	6012	Millstreet.	14	13	13
"	3644	Cootshill.	In	operative		"	3242	Fermoy.	25	24	24
"	6810	Bawnboy.	7	7	7	"	3651	Malow.	20	18	18
						"	6316	Mitchelstown.	30	26	26
						"	4411	Kenty.	13	12	12
						"	5983	Castletown.	5	5	5
DONEGAL.	4932	Milford.	15	11	11	"	6140	Schull.	10	10	10
"	4975	Letterkeney.	13	11	11	"	3417	Skibbereen.	26	24	24
"	7714	Glenties.	10	5	5	"	3565	Dunmanway.	9	8	8
"	3963	Inishowen.	13	10	10	"	6948	Cloakilly.	30	26	26
"	4313	Donegal.	4	1	1	"	3545	Cork.	265	171	171
"	4339	Ballyshannon.	15	13	13	"	4925	Kinsale.	9	6	6
"	15754	Stranohar.	6	7	7	"	6125	Bandon.	22	19	19
						KERRY.	4314	Listowel.	24	21	21
DOWN.	3356	Newtownards.	18	17	17	"	3069	Trillick.	41	27	27
"	3068	Banbridge.	19	15	15	"	5324	Diugle.	18	15	15
"	11920	Kilkeel.	9	8	8	"	4340	Killarney.	39	34	34
						"	4986	Caheriveen.	15	13	13
						"	4670	Kenmare.	6	4	4
FERRANAGH.	10795	Eandkillen.	24	21	21	LIMERICK.	3966	Kilmallock.	37	27	27
"	11266	Lisnakea.	7	6	6	"	3658	Limerick.	67	46	45
						TIPPERARY.	3414	Roscrea.	28	22	22
L'ICHERY.	3901	Londonderry.	28	16	16	"	3518	Nenagh.	24	22	21
"	8587	Linnavady.	12	8	8	"	3647	Thurles.	26	24	24
"	3881	Coleraine.	15	11	11	"	3142	Tipperary.	49	43	43
"	10523	Magherafelt.	56	33	33	"	3363	Cashel.	37	28	28
						"	3445	Clogheen.	41	40	40
						"	3546	Car-on-Suir.	15	13	13
MONAGHAN.	8588	Monaghan.	10	8	8	"	12868	Cloanel.	36	31	31
"	7812	Clonsa.	11	9	9						
"	7884	Castleblayney.	15	10	10	WATERFORD.	3418	Lisroe.	15	15	14
"	3668	Carriekmacross.	13	12	12	"	12290	Dungarvan.	17	15	15
						"	3826	Waterford.	151	115	114
TYRONE.	3083	Castlederg.	14	13	13	"	6745	Kilmaethomas.	31	30	30

## Workhouse Schools.

## WORKHOUSE SCHOOLS—continued.

County.	Roll No.	School.	Average No. of Pupils on Rolls for year ending Dec. 1865.	Average Daily Attendance.		County.	Roll No.	School.	Average No. of Pupils on Rolls for year ending Dec. 1865.	Average Daily Attendance.		
				All Pupils.	8-15.					All Pupils.	8-15.	
CARLOW.	11154	Carlow.	39	33	33	WEXFORD.	3520	New Ross.	58	52	52	
			"	"	"	"	3560	Wexford.	25	19	19	
			"	"	"	"	3674	Eanlesceathy.	55	52	52	
DUBLIN.	7167	Balsabery.	24	15	15	"	10954	Geary.	29	25	25	
		Dublin, North.	471	435	432	WICKLOW.	3583	Rathdrum.	15	11	11	
		Rathdown.	21	15	15	"	3679	Shillagh.	13	12	12	
KILDARE.	8265	Nass.	31	26	26	"	11180	Bathglass.	13	12	12	
		Colbridge.	11	10	10	GALWAY.	3265	Galway.	38	35	35	
		Athy.	40	31	31		"	6568	Mountbellew.	2	2	2
KILKENNY.	6270	Urringford.	10	9	9		"	6784	Portlanna.	10	9	9
		Castlacomer.	17	16	16	"	7019	Ballinasloe.	42	35	35	
		Callan.	18	16	16	"	3379	Gort.	35	29	29	
KING'S.	3464	Parsonstown.	25	24	24	LESTRIM.	3609	Monaghan.	9	9	9	
		Edenderry.	25	22	22		"	3419	Mohill.	20	20	20
		Tullamore.	58	55	55		"	3533	Car-on-Shannon.	20	18	18
LONGFORD.	6811	Longford.	11	9	9	MAYO.	3859	Ballina.	19	13	13	
		Granard.	21	18	18		"	3474	Belmullet.	15	13	13
		Ballymahon.	33	31	31		"	9221	Kilbala.	4	4	4
LOUTH.	3382	Dundalk.	33	26	26	"	4395	Swolesford.	15	14	15	
		Ardee.	30	26	26	"	4253	Castlebar.	15	12	12	
		MEATH.	14106	Kells.	5	4	4	"	4727	Westport.	14	12
Yrim Diet., B. G.	63			42	41	"	5117	Ballinrobe.	13	12	12	
"	79			64	60	"	6143	Chremorris.	18	16	16	
QUEEN'S.	10010	Mountmellick.	20	18	18	ROSCOMMON.	3268	Boyle.	24	23	23	
		Abbeyleix.	25	29	29		"	3378	Roscommon.	10	6	6
		WESTMEATH.	3274	Delvin.	17		15	15	"	4933	Castleroa.	29
Athlone.	32			22	22	"	6122	Strokestown.	10	10	10	
GROSS TOTAL.	135			Schools.	4,197	3,364	3,360	SLEIGO.	3359	Sleigo.	60	56
		"	"		"	"	6500	Dromore West.	6	6	6	
		"	"		"	"	8219	Tobercreevy.	11	10	10	

## LIST OF TWENTY-EIGHT NATIONAL SCHOOLS attended by Pupils of INDUSTRIAL SCHOOLS, certified under the Act.

Roll No.	Circuit.	County.	School.	Religious Order of Conductors.	Number of Industrial Pupils on Roll on 31st Dec., 1905.	Average Daily Attendance of Industrial Pupils for the year 1906.	
						All Pupils.	2-15.
11752	6	Armagh,	Middletown,	Sisters of St. Louis,	49	44	37
359	6	Monaghan,	St. Martha's, Monaghan,	Do.,	70	62	62
10110	1	Tyrone,	St. Catherine's, Strabane,	Sisters of Mercy,	65	60	60
7315	17	Clare,	Ennis,	Do.,	57	55	55
6376	21	Cork,	St. Coleman's, Queenstown,	Do.,	49	39	36
15039	"	"	Baltimore Fishery,	Lay Teachers,	118	118	111
14239	"	"	Passage West, Cork,	Sisters of Mercy,	59	55	55
13615	20	Kerry,	Pembroke Alms, Tralee,	Do.,	70	62	58
13381	"	"	St. Joseph's Home, Killarney.	Do.,	110	87	85
19694	17	Limerick,	St. Vincent's, Limerick,	Do.,	180	125	114
9467	18	Tipperary,	St. Augustine's, Templemore,	Do.,	60	56	56
4053	"	"	St. Louis's, Thurles,	Presentation Sisters,	36	25	23
581	"	"	St. Francis's, Cashel,	Do.,	69	72	72
8546	15	Longford,	Our Lady of Succour, Newtownforbes.	Sisters of Mercy,	75	75	75
15512	16	Westmeath,	Mount Carmel, Moate,	Do.,	38	37	37
11906	12	Wexford,	St. Michael's, Wexford,	Do.,	74	71	70
10162	12	Wicklow,	St. Michael's, . Inst.	Do.,	37	33	33
13438	14	Galway,	Oughterard,	Do.,	27	22	22
4515	"	"	St. Anne's, Galway,	Do.,	59	55	55
13190	"	"	Clifden,	Do.,	37	36	38
6832	"	"	St. Bridget's, Loughrea,	Do.,	48	46	46
6838	15	"	Ballinasloe,	Do.,	23	24	24
12255	18	Mayo,	St. Columba's, Westport,	Do.,	69	68	68
15302	15	Roscommon,	St. Francis Xavier's,	Sisters of Charity,	44	47	47
15063	"	"	St. Monica's, Roscommon,	Sisters of Mercy,	36	32	32
12754	"	"	St. Joseph's, Athlone,	Do.,	108	107	98
18940	10	Sligo,	St. Laurence's, Sligo,	Do.,	111	108	101
11037	"	"	Bansha,	Sisters of Charity,	45	37	37
Total.					1,760	1,658	1,607

## LIST of FIFTY-FIVE SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available.

County.	Circuit.	Roll No.	School.	County.	Circuit.	Roll No.	School.
Austria,	7	7059	Crumlin-road, Convt.	Tipperary,	18	8905	Fathard, Convent.
				"	"	11872	Carrick-on-Suir, "
				"	"	13107	St. Joseph's, "
Armagh,	9	4415	Crossmaglen, G.	"	"	4068	Thurles, "
Cavan,	5	11789	Beluribat, Convent.	Waterford,	19	11461	Dungarvan, Convt. (1)
				"	"	13020	Stradally, "
Down,	9	9725	Rostrevor, "	Dublin,	11	1149	King's Inns-street,
"	"	7308	Canal-street, "	"	"		Convent.
				"	12	2018	Baggot-st., Convent.
				"	11	753	Central Model, G.
Monaghan,	6	839	Monaghan, "				
"	9	15329	Carrickmacross, Convent	Kildare,	16	13373	St. Michael's, Convent.
Clare,	17	11800	Kilkeo, Convent.				
"	"	13874	Kilrush, "	Kilkenny,	19	13685	Kilkenny, Convent.
				"	"	10478	St. Patrick's, "
				"	"	10655	Castlecomer, "
Cork,	21	6376	Queensdown, "				
"	"	10293	Kanturk, "				
"	22	10647	Macroom, "	Longford,	15	12643	St. Joseph's, "
"	21	4260	Donrath, "	"	"	13846	Garrahd, "
"	22	8430	Skibbereen, "				
"	"	7651	Clonsilla, " (2).				
"	"	14013	Rosscarbery, "	Louth,	9	8445	Ardee, " (2).
"	"	4572	Kilnale, "				
"	"	3257	Bandon, "	Meath,	11	12439	Oldcastle, G.
Kerry,	20	545	Trillick, Convent (1).	Queen's,	16	13937	Stradally, Convent.
"	"	13339	Moylerwell, "				
"	"	14952	Castleisland, "				
"	"	13881	Killarney (Mercy), Convent.	Wexford,	19	967	New Ross, " (1)
"	"	13081	Killarney (Pres), Convent.	"	12	12966	St. Mary's, George's-street, Convent.
"	"	8320	Kenmare, Convent,	"	"	8231	Templesbannon, "
				"	19	14644	St. Joseph's, "
Limerick,	20	7489	Abbeyfeale Convent.	Galway,	14	4515	N.T. Smith, Convent.
"	18	14325	Doon, "	"	"	13459	Oughterad, "
"	17	5296	Adare, "	"	"	13208	Gort, "
"	"	6032	St. Catherine's, Convent.				
"	"	6569	St. Anne's, Convent	Mayo,	15	14176	St. John's, "

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School.

NOTE.—In addition to the 417 Evening schools on this list, 47 schools were in operation during only portions of the session. In 8 other cases grants were disallowed owing to irregularities in accounts, or other causes. Total, 472.

County.	Reg. No.	Name of School.	Average Attendance.	Amount Paid.
				£ s. d.
ANTRIM, ..	1	Belfast Model, ..	B. 22	19 5 0
	99	St. Vincent's Convent, ..	102	89 5 0
	129	Magheraberry, ..	B. 23	20 2 6
	164	Duncairn, ..	10	4 16 5
	178	St. Congall's, ..	B. 10	3 8 7
	197	Workington's Club, ..	25	11 15 9
	402	St. Malachy's, ..	B. 26	19 10 0
	525	Harryville, ..	B. 20	17 10 0
	528	St. Saviour's, ..	60	52 10 0
	652	Cushendall, ..	24	21 0 0
	658	Glenane, ..	18	15 15 0
	706	Wellington, ..	297	259 17 6
	715	St. Malachy's (Belfast),	G. 56	28 0 0
	1827	Donogall Road, ..	49	42 17 6
	1904	Tannaghmore, ..	B. 18	15 15 0
	1917	Aghagallon Victoria, ..	B. 15	6 0 0
	1918	Sandy Row, ..	35	39 12 6
	2014	Cripples' Institute, ..	13	6 10 0
	2024	Agnes-street, ..	21	12 12 0
	2025	Belfast Mercantile College,	139	121 12 6
2067	Rathmore, ..	B. 12	9 0 0	
ARMAGH, ..	2	Edward-street Convent, ..	71	35 10 0
	54	Portadown Convent, ..	31	27 2 6
	290	Maghermahely Convent, ..	60	52 10 0
	361	Allen's Hill, ..	18	7 19 5
	2073	Bessbrook, ..	B. 32	15 8 7
CAVAN, ..	8	St. Joseph's, ..	B. 13	9 15 0
	9	St. Mary's, ..	B. 26	13 0 0
	37	Curratavy, ..	20	15 0 0
	155	Ballyjamesduff, ..	B. 14	10 10 0
	221	Barran, ..	23	20 2 6
	227	Cornakill, ..	26	13 0 0
	268	Moneygashel, ..	16	14 0 0
	331	Carrigans, ..	15	13 2 6
	349	Derrynananta, ..	19	14 5 0
	483	Dornakesh, ..	23	11 10 0
	641	Altechullin, ..	14	10 10 0
	671	Knocktemple, ..	23	20 2 6
	713	St. Anne's, ..	19	16 12 6
	900	Kill, ..	18	13 10 0
	923	Virginia, ..	23	20 2 6
	1050	Tullycasson, ..	18	11 5 0
	1200	Denn, ..	20	15 0 0
1234	Watersghy, ..	16	8 0 0	
1235	Golagh, ..	25	18 15 0	

LAST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued*.

County.	Reg. No.	Name of School.	Average Attendance.	Amount Paid.
				£ s. d.
DUBLIN, ..	291	Malin Head, ..	B 68	51 0 0
	301	Terricoane, ..	B 19	9 10 0
	662	Gaddyduff, ..	B 43	21 10 0
	989	Urbleresagh, ..	B 60	45 0 0
	1016	Aughacloy, ..	.. 53	46 7 6
	1026	Coolkenney, ..	B 99	74 5 0
	1087	Strasorlar, ..	B 12	6 0 0
	1096	Carrowmore (Mixed), ..	.. 24	18 0 0
	1098	Dristeran, ..	B. 20	10 0 0
	1337	Milford, ..	B. 15	10 15 4
	1433	St. Johnston (2), ..	B. 14	10 10 0
	1436	Bathmillen, ..	B. 22	16 10 0
	1451	Letterbrick, ..	.. 18	11 5 0
	1455	Glen, ..	B. 16	6 17 2
	1456	Mulroy ..	B. 25	18 15 0
	1547	Termon, ..	B. 28	17 2 0
	1548	Mevagh, ..	B. 11	5 10 0
	1552	Laghey Bar, ..	B. 25	12 10 0
	1662	Innisfree (Mixed), ..	.. 21	15 15 0
	1665	Ballinamore ..	B. 19	14 5 0
	1666	Roshine (Mixed), ..	.. 27	17 4 3
	1668	Glenvar, ..	B. 28	21 0 0
	1669	Lurganboyce, ..	B. 11	7 1 5
	1687	Glenagiveeny (Mixed), ..	.. 31	15 10 0
	1688	Shrove, ..	B. 25	13 13 3
	1765	Cineil Conall, ..	.. 44	38 10 0
	1877	Cashel (2) (Mixed), ..	.. 27	20 5 0
	1878	Cranford (Mixed), ..	.. 21	13 10 0
	1885	Doaghbeg (Mixed), ..	.. 19	14 5 0
	1940	Barnesmore, ..	B. 19	9 10 0
	1941	Lentbeg (Mixed), ..	.. 22	16 10 0
	1942	Knock, ..	B. 19	16 12 6
	1951	Ballintra, ..	B. 15	11 5 0
	1976	Croughross, ..	.. 21	10 10 0
	1977	Trentagh, ..	.. 24	18 0 0
2019	Ballyhuirke, ..	.. 32	24 0 0	
2035	Carriekmaguigley, ..	.. 23	17 5 0	
2055	Gortnabrade, ..	.. 17	5 16 7	
Down, ..	29	St. Matthew's Convent, ..	35	30 12 6
	365	Albertsbridge, ..	47	41 2 6
	707	Edesderry, ..	21	14 3 6
	881	Drumaness Mills, ..	20	17 10 0
	911	Canal-street Convent, ..	53	26 10 0
	1017	Ballymoney, ..	B. 10	7 10 0
	1324	Shanrod, ..	B. 23	11 1 9
	1446	Fortescue, ..	.. 32	28 0 0
	1801	St. Colman's, ..	B. 28	21 0 0
	1825	St. Joseph's (Tullaree), ..	B. 21	15 15 0
	2031	Atticall, ..	B. 35	17 10 0
	2082	Sydenham, ..	.. 33	28 17 6
	2082	Drumhirk, ..	.. 15	13 2 6
2053	Gliford Mill, ..	G. 10	3 15 9	

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued*.

County.	Reg. No.	Name of School.	Average Attendance.	Amount Paid.
				£ s. d.
FERMANAGH, ..	306	Rosdoney, .. ..	B. 13	9 15 0
	1228	Glen, .. ..	B. 18	15 15 0
	1245	Crieve, .. ..	B. 17	14 17 6
	1601	Coa, .. ..	B. 12	10 10 0
	1719	Clabby, .. ..	B. 11	5 8 5
	1968	Cav-naleck, .. ..	B. 16	14 0 0
	2037	Monea, .. ..	B. 15	11 5 0
	2065	Tempo (2), .. ..	B. 17	14 17 6
	LONDONDERY, ..	57	Cumber Claudy (Mixed), ..	15
71		Kilgort, .. ..	B. 24	21 0 0
771		Dungiven (2), .. ..	B. 14	10 10 0
882		Glendermott, .. ..	B. 13	9 15 0
1296		Tirkane, .. ..	B. 18	15 15 0
1325		St. Columb's Hall, .. ..	B. 113	98 17 6
1521		Tamlaght (Mixed), .. ..	11	5 17 10
1682		Artillery-street Convent, ..	136	119 0 0
1694		St. Eugene's Cathedral	B. 88	77 0 0
1751		Lisnamuck, .. ..	B. 32	24 0 0
2058	Ballylifford, .. ..	B. 20	17 10 0	
MONAGHAN, ..	827	Annyalla, .. ..	B. 17	7 3 3
	668	Billeady, .. ..	B. 27	11 7 7
	837	Corcaghan, .. ..	B. 29	21 15 0
	305	Dawson, .. ..	B. 30	22 10 0
	1541	Deravoy, .. ..	B. 27	23 12 6
	2089	Lisnagrieve, .. ..	B. 36	27 0 0
	195	Urcher, .. ..	B. 13	6 10 0
TYRONE, ..	6	King's Island, .. ..	B. 42	31 10 0
	109	Loy, .. ..	B. 23	20 2 6
	764	Crock, .. ..	B. 21	10 11 6
	903	Legnraght, .. ..	B. 17	10 12 6
	918	St. Patrick's, .. ..	B. 17	12 15 0
	983	Pomeroy, .. ..	49	32 9 3
	985	Statequarry, .. ..	18	15 15 0
	1037	Leekin, .. ..	B. 14	10 10 0
	1358	Tallyrush, .. ..	B. 17	14 17 6
	1534	Ballinagurragh, .. ..	63	55 2 6
	1755	Moortown, .. ..	B. 14	8 5 0
	1758	Trillick, .. ..	32	28 0 0
	1899	Tunamery, .. ..	B. 30	26 5 0
	1900	Dromore .. ..	B. 11	5 6 1
	1914	Golan, .. ..	30	22 10 0
	1970	Letteree, .. ..	B. 27	23 12 6
	1971	Aughnamoe, .. ..	B. 21	15 15 0
	1972	Omagh Convent, .. ..	45	39 7 6
	2042	Roscoe, .. ..	B. 22	19 5 0
	2043	Drumharvey, .. ..	B. 13	9 15 0
2081	Knocknagor, .. ..	25	18 15 0	
2086	Omagh, .. ..	B. 34	25 10 0	

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—continued.

County.	Reg. No.	Name of School.	Average Attendance.	Amount Paid.		
				£	s.	d.
CLARE, ..	1298	Querrin, .. ..	B. 51	38	5	0
	1645	Bansha, .. ..	B. 23	17	5	0
	1806	Cloonsdrum, .. ..	.. 41	30	15	0
	1808	Scropul, .. ..	B. 62	54	5	0
	1823	Cross, .. ..	B. 21	18	7	6
	1824	Killaloe, .. ..	B. 15	8	13	7
	1960	Dromandoora, .. ..	B. 31	15	10	0
	1979	Cooraclare, .. ..	B. 27	23	12	6
	1981	Cree, .. ..	B. 58	50	15	0
	1983	Tullabrack, .. ..	B. 27	20	5	0
	1984	Cloghanbeg, .. ..	B. 33	28	17	6
	1990	Moyasta, .. ..	B. 26	19	10	0
	1998	Connolly, .. ..	B. 14	12	5	0
	2006	Kanturk, .. ..	B. 21	13	2	6
	2020	Cloonanaha, .. ..	B. 57	35	12	6
	2028	Clohanes, .. ..	B. 32	28	0	0
	2029	Inagh .. ..	B. 62	54	5	0
	2030	Tulls, .. ..	B. 47	41	2	6
	2038	Gortaveha, .. ..	.. 33	24	15	0
	2050	Slieveanair, .. ..	.. 27	23	12	6
	2051	Synge, .. ..	B. 28	24	10	0
	2066	Gurthbofearns, .. ..	B. 63	55	2	6
	2074	Cahersherkin, .. ..	B. 25	21	17	6
	2075	Furglan, .. ..	B. 45	39	7	6
	2076	Leitrim, .. ..	B. 34	29	15	0
	2077	Tallycrine, .. ..	B. 56	48	6	0
	2084	Ballinalacken, .. ..	B. 26	19	10	0
	2085	Ballycotton, .. ..	B. 15	7	10	0
	2088	Clogigallane, .. ..	B. 29	21	15	0
COCK, ..	138	Castletownsend, .. ..	B. 20	10	0	0
	242	Kilmacabea, .. ..	.. 22	16	10	0
	251	Reenogreena, .. ..	.. 18	15	15	0
	262	Tragunna, .. ..	B. 16	12	0	0
	275	Rosabrin, .. ..	.. 11	5	17	10
	468	Kanturk, .. ..	.. 20	13	10	0
	590	Trafnisk, .. ..	.. 24	9	8	7
	598	Adrigole, .. ..	.. 18	12	3	0
	730	Ballyvourney, .. ..	.. 10	7	10	0
	885	St. Vincent's Convent, .. ..	.. 85	74	17	6
	978	Douglas-street, .. ..	.. 20	15	0	0
	1093	Doonee, .. ..	B. 19	9	10	0
	1334	Derryclough, .. ..	.. 12	9	0	0
	1437	Clooghoola, .. ..	.. 15	13	2	6
	2046	Umeraboy, .. ..	.. 38	33	5	0
	2047	Ardfield, .. ..	B. 36	31	10	0
	2061	Masstrahane, .. ..	.. 12	7	10	0
2083	Cluin, .. ..	G. 14	12	5	0	
2087	Youghal, .. ..	.. 40	35	0	0	
KERRY, ..	1202	Caherdaniel, .. ..	B. 23	17	10	9
	1744	Ballycounry, .. ..	B. 13	9	15	0
	1913	Ballincrossig, .. ..	B. 33	24	15	0
	1948	Bracklun, .. ..	B. 36	23	2	10



LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued*.

County.	Reg. No.	Name of School.	Average Attendance.	Amount Paid.	
				£ s. d.	
LIMERICK, ..	78	St. Ita's, .. ..	G.	37	18 10 0
	323	Leamy's, .. ..	B.	19	12 11 9
	1231	Monemohill, .. ..	B.	37	32 7 6
	1724	Ballylanders, .. ..	B.	18	13 10 0
	1729	St. Mary's Convent, .. ..	..	62	54 5 0
	1738	Broadford, .. ..	B.	14	9 12 0
	1926	Banogue, .. ..	B.	16	10 0 0
	1927	St. John's Convent, .. ..	..	35	30 12 0
	1963	Bruree, .. ..	B.	12	10 10 0
	1964	Kilcooman, .. ..	B.	33	28 17 6
	2039	Nutgrove, .. ..	B.	23	20 2 0
	2054	Bilboa, .. ..	B.	32	24 0 6
	2059	Knocktoosh, .. ..	B.	32	20 18 3
2091	Kildimo, .. ..	..	41	20 10 0	
TIPPERARY, ..	356	St. Joseph's Convent, .. ..	..	52	45 10 0
	721	Morton-street Convent, .. ..	..	35	30 12 6
	1585	Eglisk, .. ..	B.	24	18 0 0
	1708	Curraghpoor, .. ..	..	37	32 7 6
	1710	Commonaline, .. ..	B.	20	17 10 0
	1712	Bansha, .. ..	B.	24	21 0 0
	1713	Bishopwood, .. ..	..	36	31 10 0
	1855	Lorra, .. ..	B.	22	11 0 0
	1932	Mohorough, .. ..	B.	14	12 5 0
WATERFORD, ..	90	Ballynacart, .. ..	..	16	14 0 0
	114	Ring, .. ..	B.	21	18 7 6
CARLOW, ..	113	Ballinabranna, .. ..	..	20	10 0 0
	1336	Rathvilly, .. ..	..	10	5 0 0
	1947	Ciummore, .. ..	..	21	13 10 0
	2082	Ballon, .. ..	B.	24	18 0 0
DUBLIN, ..	12	St. Michan's, .. ..	B.	17	14 17 6
	13	St. Vincent's Convent .. ..	..	119	104 2 6
	14	St. Kevin's, .. ..	B.	44	33 0 0
	16	Central Model, .. ..	B.	28	24 10 0
	17	Inchicore Model, .. ..	B.	36	25 1 5
	33	St. Francis, .. ..	B.	23	11 10 0
	299	St. Anne's, .. ..	G.	51	38 5 0
	359	St. Joseph's, .. ..	B.	48	36 0 0
	996	College Green, .. ..	B.	70	52 10 0
	1766	Father Mathew, .. ..	B.	10	7 17 6
	1946	St. Peter's, .. ..	B.	33	24 15 0
2026	SS. Michael's and John's, .. ..	B.	16	8 0 0	
KILDARE, ..	1903	Rathangan, .. ..	B.	24	18 0 0

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—continued

County.	Reg. No.	Name of School.	Average Attendance.	Amount Paid.		
				£	s.	d.
KILKENNY, ..	237	Freshford, .. ..	B.	24	18	0 0
	277	Ballydaniel, .. ..	B.	46	40	5 0
	584	Kilmanagh, .. ..	B.	11	8	5 0
	619	Desart, .. ..	B.	23	11	10 0
KING'S, ..	149	Rhode, .. ..	B.	11	6	17 6
	150	Trimblestown, .. ..	B.	25	21	17 6
	629	Horseleap, .. ..	B.	18	13	10 0
	687	St. Cronan's, .. ..	..	22	13	15 0
	822	Cannakill, .. ..	B.	15	7	10 0
	1000	Edenderry, .. ..	B.	38	15	12 2
	1749	Phillipstown, .. ..	B.	29	14	10 0
	2064	Aghacon, .. ..	..	17	8	10 0
LONGFORD, ..	577	St. Joseph's, .. ..	..	18	15	15 0
	701	Castlebrook, .. ..	..	23	11	10 0
	808	St. Patrick's, .. ..	..	23	20	2 6
	1809	Lenamore, .. ..	..	12	7	10 0
	2041	Fermoyle, .. ..	B.	28	21	0 0
	2062	Moydow, .. ..	..	34	17	0 0
	2063	Ardagh, .. ..	B.	28	10	10 0
LOUTH, ..	1392	Ballinacull, .. ..	R.	20	9	17 2
	672	St. Malachy's, .. ..	B.	24	21	0 0
	2060	St. Patrick's, .. ..	B.	35	26	5 0
MEATH, ..	1258	Gortloney, .. ..	B.	29	25	7 6
	803	Longwood, .. ..	B.	15	7	10 0
	992	Oldcastle, .. ..	G.	10	6	0 0
QUEEN'S, ..	69	Graigus, .. ..	B.	20	10	0 0
	73	Raboon, .. ..	B.	22	8	9 9
	148	Oak, .. ..	B.	27	13	10 0
	387	Ballyfin, .. ..	B.	16	12	0 0
	1397	Borris-in-Ossory Convent, .. ..	..	18	9	0 0
	2027	Shanahoe, .. ..	B.	33	20	12 6
WESTMEATH, ..	107	Kilcumreragh, .. ..	..	18	11	5 0
	572	Tubberclain, .. ..	B.	13	7	6 3
	573	Lismacaffrey, .. ..	B.	16	10	0 0
	2068	Mount Temple, .. ..	..	45	17	7 2
WEXFORD, ..	276	Baldwinstown, .. ..	B.	19	14	5 0
	386	Kingsland, .. ..	B.	16	8	0 0
	398	Newtownbarry .. ..	B.	23	17	5 0
	2079	Duncormick, .. ..	..	40	30	0 0
WICKLOW, ..		NA.				

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued*.

County.	Reg. No.,	Name of School.	Average Attendance.	Amount Paid.
				£ s. d.
GALWAY, ..	602	Belmont, .. ..	B. 25	12 10 0
	1869	Beyleck, .. ..	B. 13	5 9 1
	2000	Brierfield, .. ..	B. 47	25 5 0
	739	Caheristrane, ..	B. 19	14 5 0
	1897	Carraroe, .. ..	B. 15	8 8 9
	1715	Clonbar, .. ..	B. 24	15 8 7
	1619	Clonfert, .. ..	B. 16	8 0 0
	740	Cloughanover, ..	B. 36	31 10 0
	1818	Cloughbrack, ..	.. 16	7 5 9
	747	Clydsagh, .. ..	B. 93	81 7 6
	1987	Cooloo, .. ..	B. 14	6 14 0
	229	Creggs, .. ..	B. 16	12 0 0
	2045	Clarenbridge, ..	B. 19	14 5 0
	1495	Derroe, .. ..	B. 31	19 7 6
	1492	Derrygoolin, ..	B. 21	15 15 0
	1374	Derryvoher, ..	B. 37	23 2 6
	1591	Drim, .. ..	B. 21	10 6 3
	1652	Eyreecourt, ..	B. 19	14 5 0
	21	Eglis, .. ..	.. 22	16 10 0
	369	Friaryland, ..	B. 11	6 9 8
	1974	Garbally, .. ..	B. 24	16 4 0
	499	Gortnadeve, ..	B. 22	13 15 0
	2090	Inishark, .. ..	B. 20	15 0 0
	738	Kilcoona, .. ..	B. 56	49 0 0
	1118	Kilgevrin, .. ..	B. 16	12 0 0
	241	Killeenan, .. ..	B. 28	24 10 0
	736	Knockroone, ..	B. 21	8 2 0
	2044	Kilkerrin, .. ..	G. 13	4 3 7
	2070	Kinclare, .. ..	B. 43	32 5 0
	861	Laurecetown, ..	B. 14	5 0 0
	1975	Leenane, .. ..	B. 13	5 17 0
	1382	Letterfrack, ..	B. 25	13 13 3
	1595	Lettermullen, ..	B. 29	21 15 0
	748	Milltown, .. ..	B. 58	29 0 0
	2001	Mount Bellew, ..	B. 17	12 15 0
	2013	Moylough, .. ..	B. 24	18 0 0
249	Peterswell, .. ..	B. 20	15 0 0	
2036	Ryehill, .. ..	.. 25	21 17 6	
1173	St. M'Dara's, ..	B. 40	30 0 0	
1496	St. Patrick's (Tully),	B. 20	7 17 2	
1132	Tiernee, .. ..	B. 42	22 10 0	
972	Toherroe, .. ..	B. 26	22 15 0	
2069	Tiernakill, .. ..	B. 21	15 15 0	
LEITRIM, ..	65	Drumkeeran, ..	B. 19	14 5 0
	254	Shivdillagh, ..	B. 18	15 15 0
	381	Drumkeel, .. ..	B. 20	17 10 0
	447	Cullentra, .. ..	B. 21	15 15 0
	545	Kiltyclogher, ..	B. 19	15 8 9
	626	Ballaghameshan, ..	B. 19	14 5 0
	633	Drumkeelanmore, ..	B. 24	12 0 0
	799	Fearglass, .. ..	B. 56	42 0 0

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—continued.

County.	Reg. No.	Name of School.		Average Attendance.	Amount Paid.		
					£	s.	d.
LEITRIM—CON.	1133	Tallynacross, ..	B.	32	28	0	0
	1148	Aughacashel, ..	B.	46	28	15	0
	1491	Drumshanbo, ..	B.	14	10	10	0
	1966	Killyoggy, ..	B.	36	31	10	0
	2040	Tallycorka, ..	B.	21	13	2	6
MAYO, ..	46	Doolough, ..	B.	28	21	0	0
	267	Masabrook, ..	B.	10	7	10	0
	406	Lahardane, ..	..	20	15	0	0
	410	Doochoma, ..	B.	29	18	2	6
	449	Newport, ..	B.	16	8	0	0
	489	Cloonsane, ..	B.	30	26	5	0
	500	Carrabaggua, ..	B.	20	15	0	0
	551	Belcarra (Mixed), ..	..	26	16	5	0
	603	Belderg (Mixed), ..	..	18	13	10	0
	609	Letterbrink, ..	G.	15	7	10	0
	684	Currower, ..	B.	30	15	0	0
	719	Cloondaff, ..	B.	17	6	11	2
	742	Kilroe, ..	..	12	5	8	0
	752	Bangor Erris, ..	B.	15	11	5	0
	784	Kilittisee, ..	B.	18	6	15	0
	845	Pollinthomas, ..	..	16	12	0	0
	960	Aughleau, ..	..	14	3	10	6
	961	Deereendafderg, ..	B.	13	9	15	0
	1075	Iniskea North, ..	..	22	16	10	0
	1076	Iniskea South, ..	..	14	10	10	0
	1131	Burrisacarra, ..	..	28	11	8	0
	1247	Kilbride, ..	..	24	18	0	0
	1248	Heathfield, ..	..	18	13	10	0
	1251	Srah, ..	B.	26	13	0	0
	1296	Glencullen, ..	B.	18	13	10	0
	1263	Belmullet, ..	B.	11	9	12	6
	1270	Derry, ..	B.	41	20	10	0
	1343	Cloongee, ..	G.	13	6	10	0
	1506	Carratigue (Mixed), ..	..	17	11	9	6
	1507	Ballyfarna, ..	B.	21	10	10	0
	1514	Barnatra, ..	B.	34	21	5	0
	1562	Ballymachols, ..	B.	15	7	10	0
	1563	Resport (Mixed), ..	..	24	18	0	0
	1565	Kilmore Erris (Mixed), ..	..	39	29	5	0
	1628	Rathbane, ..	..	18	13	10	0
	1630	Cloondaff, ..	G.	16	3	11	5
1657	Toanroe, ..	B.	43	32	5	0	
1700	Creevagh (Mixed), ..	..	29	9	0	0	
1783	Palnahill (Mixed), ..	..	20	15	0	0	
1788	Irishtown, ..	..	10	5	0	0	
1812	Geesala, ..	B.	19	14	5	0	
1867	Banagher (Mixed), ..	..	30	15	0	0	
1933	Shraigh, ..	B.	20	15	0	0	
1994	Lisanisken, ..	G.	19	14	5	0	
2049	Carragorm, ..	..	18	13	10	0	
2072	Cloghana, ..	B.	26	19	10	0	
2092	Pontoon, ..	..	14	7	0	0	

LIST OF EVENING SCHOOLS to which capitation grants were paid at the end of the session 1906-7, together with the average attendance of pupils, and the amount paid to the managers in respect of each School—*continued*.

County.	Reg. No.	Name of School.	Average attendance.	Amount Paid.
				£ s. d.
Roscommon,	141	Fuerty, .. ..	17	12 15 0
	162	Clofnad, .. ..	12	9 0 0
	209	Northyard, ..	21	18 7 6
	233	Don (Cloonbenniff),	B. 23	17 5 0
	372	Knockree, .. ..	14	7 0 0
	444	Gorthaganny, ..	B. 14	7 1 0
	494	Taughmaconnell, ..	B. 12	6 0 0
	858	Ballinameen, .. ..	17	8 10 0
	859	Ballybay, .. ..	B. 19	9 10 0
	944	Ballymintan, .. ..	B. 13	9 15 0
	1366	Cloonown, .. ..	B. 34	25 10 0
	1499	Lismoll, .. ..	12	9 0 0
	1522	Kingsland, .. ..	B. 23	17 5 0
	1644	Don (Cortoon), ..	B. 14	10 10 0
	1895	Cloonran, .. ..	G. 14	10 10 0
	1896	Don, .. ..	G. 18	13 10 0
	2034	Ballintlera, .. ..	B. 22	16 10 0
	2056	Mount Allen, ..	B. 30	18 15 0
	2057	Carrick, .. ..	G. 15	11 5 0
	2090	Grange, .. ..	30	22 10 0
Sligo,	491	Ballinacarrow, ..	B. 25	21 17 6
	492	Rathoormac, .. ..	B. 30	26 5 0
	493	Kilmacowen, .. ..	B. 44	38 10 0
	544	Castlegal, .. ..	B. 31	23 5 0
	546	Cliffoney, .. ..	B. 22	11 0 0
	561	Cloonsure, .. ..	B. 20	12 10 0
	563	Ballyconnell, .. ..	B. 28	20 13 0
	564	Breaghwy, .. ..	B. 33	28 17 6
	630	Grange, .. ..	B. 33	28 17 6
	1218	Rosses Point, .. ..	B. 32	28 0 0
	1398	Lakeview, .. ..	B. 17	14 17 6
	1594	Largoan, .. ..	B. 11	7 0 3
	1709	Carraro, .. ..	B. 31	25 11 6
	2033	Soovey, .. ..	39	34 2 6
	2048	Masshill, .. ..	19	16 12 6
	2078	St. Bridget's Club, ..	67	50 5 0

## LIST showing SCIENCE EQUIPMENT GRANTS.

County.	Roll Number.	School.	Amount of Grant.		
			£	s.	d.
Antrim, ..	86	Loughmorte (2), ..	5	0	0
" ..	2281	Buckna Upper, ..	7	10	0
" ..	2551	Kells, Ballymena, ..	7	10	0
Armagh, ..	8702	Milford, ..	9	0	0
" ..	9083	Abbey Street, ..	7	10	0
" ..	12813	Tynan, ..	7	10	0
" ..	12449	Killylea, ..	7	10	0
" ..	15458	Crossroads, ..	7	10	0
" ..	15178	Hamilton's Bawn, ..	5	0	0
" ..	12301	Glemanno, ..	7	10	0
" ..	15823	Clonocro Upper, ..	7	10	0
Donegal, ..	8782	Ardfarna, ..	7	10	0
" ..	15729	Rathmullan Boys', ..	7	10	0
" ..	1364	Cloghan, ..	7	10	0
Down, ..	8190	Ballyrogan, ..	7	10	0
" ..	9054	Annahinchiga, ..	7	10	0
" ..	15200	Rosario Girls', ..	9	0	0
Londonderry, ..	3750	Bohill, ..	7	10	0
" ..	11855	Gerran, ..	7	10	0
" ..	9106	Gortnessy, ..	5	0	0
Tyrone, ..	12059	Lisreevaghan, ..	7	10	0
" ..	10878	Cranny, ..	7	10	0
" ..	11403	Pintona, ..	7	10	0
" ..	5531	Rdenderry, ..	5	0	0
Clare, ..	12784	Tulla Boys', ..	7	10	0
" ..	14440	The Synge, ..	7	10	0
" ..	13877	Moveen Girls', ..	7	10	0
" ..	15801	Scariff Boys', ..	7	10	0
" ..	15802	Scariff Girls', ..	7	10	0
" ..	9339	Lisroe, ..	7	10	0
" ..	5267	Clonadrum, ..	7	10	0
" ..	13805	Cranny Girls', ..	7	10	0
" ..	14622	Inagh Boys', ..	7	10	0
Cork, ..	3828	Youghal Convent, ..	10	0	0
" ..	10079	Kilkeam Girls', ..	7	10	0
" ..	1391	Knocknamana Boys', ..	7	10	0
" ..	6333	Kilmurry Girls', ..	7	10	0
" ..	14141	Aghadown, ..	7	10	0
" ..	3439	Ballygraddy, ..	7	10	0
" ..	14784	St. Patrick's Monastery, ..	9	0	0
" ..	12457	Timoleague Girls', ..	7	10	0
" ..	13551	St. Mary's Girls', Dunmanway, ..	9	0	0

## LIST showing SCIENCE EQUIPMENT GRANTS.

County.	Roll Number.	School.	Amount of Grant.
			£ s. d.
Limerick, ..	12834	St. Michael's, .. ..	7 10 0
" ..	14037	Fedamore, .. ..	7 10 0
" ..	13025	Kilfinane Boys', .. ..	9 0 0
" ..	12368	Knocknasna, .. ..	7 10 0
Tipperary, ..	7607	Kilshelcan Boys', .. ..	7 10 0
" ..	13247	Templemore Boys', .. ..	7 10 0
Carlow, ..	1499	Hacketstown Girls', .. ..	7 10 0
Dublin, ..	14464	St. Columba's, Girls', .. ..	9 0 0
" ..	15750	Tranquilla Boys', .. ..	7 10 0
Kilkenny, ..	1799	Clough Boys', .. ..	7 10 0
" ..	13365	Gowran Boys', .. ..	7 10 0
King's, ..	809	Ballyboy, .. ..	5 0 0
Longford, ..	14672	Colehill, .. ..	7 10 0
Louth, ..	12800	St. Nicholas's Girls', .. ..	5 0 0
Queen's, ..	5442	Rosmalis, .. ..	7 10 0
Wexford, ..	4183	Bree, .. ..	7 10 0
Galway, ..	15486	Cornamona Girls', .. ..	7 10 0
Leitrim, ..	6730	Leitrim Girls', .. ..	7 10 0
" ..	15088	Innisnagroth, .. ..	5 0 0
Mayo, ..	8302	Westport (2), .. ..	7 10 0
" ..	12555	Carrowsteelsun, .. ..	9 0 0
" ..	7713	Swinford Convent Girls', .. ..	9 0 0
Sligo, ..	1682	Clooneenmore, .. ..	7 10 0

## TEACHERS' PENSIONS, &amp;c.

STATISTICS of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1906, as furnished by the Teachers' Pension Office, Dublin Castle.

1. The twenty-seventh year of the operation of the Act ended on the 31st December, 1906.

2. The fluctuation of numbers on the Pension List under the Act was as follows :

	MEN.					WOMEN.					Total both Sexes
	3rd Class	2nd Class	1 <sup>st</sup> Class	1 <sup>st</sup> Class	Total	3rd Class	2nd Class	1 <sup>st</sup> Class	1 <sup>st</sup> Class	Total	
On the Books on the 31st December, 1905.	2,200	2,105	1,157	150	5,733	2,938	1,088	777	139	6,533	12,266
First appointed in 1905.	218	.	.	.	218	412	2	.	.	414	632
Re-appointed 1905.	56	17	4	.	77	119	15	4	.	139	215
Became Principal Teacher, 1905.	.	22	5	.	27	.	9	1	.	10	37
Became Assistant Teacher, 1905.	5	.	.	.	5	6	.	.	.	6	11
Placed in Grade higher than Class.	.	1	11	.	12	.	5	15	.	20	32
Promoted 1905.	.	48	189	3	240	.	45	116	9	170	410
Depressed 1905.	.	.	.	.	.	.	.	.	.	.	.
	2,569	2,294	1,396	153	6,312	4,475	1,765	913	139	7,292	13,604
Removed from List on account of age, or receipt of Pension.	21	36	7	2	66	36	21	10	9	76	142
Quitted the Service, 1905.	139	37	10	.	186	220	24	9	.	253	439
Promoted, 1905.	49	155	3	.	207	60	115	9	.	179	386
Became Principal Teacher, 1905.	27	.	.	.	27	19	.	.	.	19	46
Became Assistant Teacher, 1905.	.	5	.	.	5	.	6	.	.	6	11
Placed in Grade higher than Class.	2	10	.	.	12	6	14	.	.	20	32
Depressed, 1905.	.	.	.	.	.	.	.	.	.	.	.
Died, 1905.	13	16	6	1	36	15	12	3	.	30	66
Remained on Books, 31st December, 1906.	2,335	1,999	1,370	150	5,754	4,139	1,500	877	139	6,706	12,465

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rule 21, are as follows :—

	Men.	Women.	Total.
On the Books, 31st December, 1905.	46	62	108
Reappointed, 1905.	.	.	.
Total.	46	62	108
Removed from Establishment on account of Age, or on receipt of Pension in 1905.	3	3	6
Died in 1905.	1	.	1
Resigned or Dismissed, 1905.	.	.	.
On the Books, 31st December, 1906.	42	49	91
Supplemental Pensions :			
Amount payable 31st December, 1905.	£ 675 10 2	£ 1,404 12 11	£ 2,143 3 1
Granted in 1905.	92 0 0	40 9 4	132 9 4
Ceased in 1905.	23 5 4	75 0 0	98 5 4
Amount payable 31st December, 1906.	747 4 10	1,430 2 3	2,177 7 1



## 4. The Pensions granted were as follows:—

	Men.										Women.										Total both Sexes.	
	2nd Class.		3rd Class.		1st Class.		Total.		3rd Class.		2nd Class.		1st Class.		Total.							
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£				
Total on 31st December, 1905.	395	10,171	401	15,425	368	6,185	57	4,048	951	27,051	452	8,734	378	10,359	426	5,942	55	3,130	1,655	28,635	1,946	65,685
<b>PENSIONS GRANTED IN 1906.</b>																						
For Ill-health.	4	22	4	42	1	9	-	-	9	73	5	21	3	23	-	-	1	9	9	63	18	128
On Voluntary Retirement.	12	372	22	896	4	213	1	88	39	1,089	14	219	4	109	3	120	2	101	23	479	62	2,145
On Compulsory Retirement.	4	140	12	553	3	240	3	233	22	1,231	21	555	15	643	7	362	1	63	45	1,459	67	2,730
Total.	415	11,355	429	16,918	116	6,625	61	5,033	1,031	39,921	475	9,429	491	11,609	155	6,115	60	3,193	1,825	30,746	2,113	70,620
<b>PENSIONS GRANTED IN 1907.</b>																						
Through Death.	21	615	21	548	11	614	3	287	59	5,451	14	284	14	250	2	68	3	250	33	972	99	3,416
Otherwise.	4	18	1	4	-	-	-	6	22	4	18	2	9	-	-	-	-	-	6	25	11	37
Pensions payable on 31st December, 1906.*	350	10,632	411	15,993	105	6,054	58	4,766	967	37,413	457	9,129	583	11,226	144	6,267	67	3,033	1,063	22,769	2,040	67,257

\* Including the Supplemental Pensions.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880-1905, and 1906, respectively:—

	Men.						Women.							
	3rd Class.		2nd Class.		1st Class.		3rd Class.		2nd Class.		1st Class.		3rd Class.	
	1880-1905.	1906.	1880-1905.	1906.	1880-1905.	1906.	1880-1905.	1906.	1880-1905.	1906.	1880-1905.	1906.	1880-1905.	1906.
Average Age on —														
Promotion, . . . . .	20.29	21.68	20.83	22.00	27.39	27.17	31.46	33.06	31.66	32.56	35.97	35.55	31.55	32.50
Resignation or Dismissal, . . . . .	20.40	27.15	20.21	24.77	33.95	37.12	38.70	41.30	36.66	39.75	34.74	41.55	34.02	41.00
Re-appointment, . . . . .	27.59	27.25	20.14	23.55	32.89	42.75	35.03	45.00	27.27	37.55	34.92	41.50	35.67	34.38
Retirement, . . . . .	56.96	59.28	57.53	59.14	59.45	60.87	60.31	64.50	43.10	52.12	51.15	59.00	55.08	53.23
Death, . . . . .	38.02	41.00	41.55	45.96	42.98	47.75	46.87	47.66	34.81	34.25	40.07	40.28	41.27	36.70

## (1.) The "REID" BEQUEST.

## PRIZE MONITORS OF FIFTH YEAR.

Circuit and Section.	Roll No.	School.	Monitor.	Prize.
				£
20A	1793	Killarney Monastery, .	John J. Figgott, . . .	23
20B	10299	Listowel (3), . Boys'	James Hayes, . . .	22
"	13018	Broom, . . . "	Michael Downey, . . .	20
20A	10020	Knockesunhone, . "	Cornelius Kevin, . . .	18
"	8148	Kells, . . . .	John Golden, . . .	16
"	9304	Rahene, . . . Boys'	Denis O'Shea, . . .	14

## PRIZE MONITORS OF THIRD YEAR.

Circuit and Section.	Roll No.	School.	Monitor.	Prize.
				£
20A	3653	Miltown Monastery, .	Daniel Clifford, . . .	20
"	1793	Killarney . . . .	Jeremiah Maagan, . . .	18
"	5970	Sixmilebridge, . . .	Patrick Moynihan, . . .	16
20B	14907	Cloghane, . . . .	Charles Maunsell . . .	14
20A	5735	Keelsabreck, . . . Boys'	Francis Griffin, . . .	12
20B	5517	Maharees, . . . "	Maurice Spillane, . . .	10

There was no Reid Exhibition in Trinity College, Dublin, awarded in 1906.

## (2.) CARLISLE AND BLAKE PREMIUMS.

## THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from certain funds at their disposal in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums is distributed in premiums of £5 each—one for the most deserving principal teacher in each of the circuits every year, upon the following conditions:—

- (a.) that the average attendance and the regularity of the attendance of the pupils are satisfactory;
- (b.) that a fair proportion of the pupils have passed in the higher standards;
- (c.) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a girls' school (rural or town), needlework is carefully attended to;
- (d.) that the state of the school has been reported during the previous two years as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium more frequently than once in five years.

## CARLISLE AND BLAKE PREMIUMS for the year ended 31st December, 1906.

Circuit.	Roll No.	Name of School.	Teacher.
1 Donegal,	10,356	Milford Boys',	William Crawford.
2 Londonderry,	14,348	First Derry Boys',	David Bayne.
3 Ballymena,	13,129	Broughshane Girls',	Mrs. Ellen Fullerton.
4 Omagh,	8,428	Castlederry Edwards Boys',	Thomas J. Burnside.
5 Sunnyside,	8,970	Cashelsirea Girls',	Mrs. Hannah McConnigle.
6 Armagh,	14,342	Copa,	Robert Callaghan.
7 Belfast (1),	15,019	Skoponeill,	Ernest Perry.
8 Belfast (2),	2,547	Mountpottinger Boys',	Joseph M'Kea.
9 Dundalk,	15,971	Victoria,	William J. Mitchell.
10 Sligo,	8,472	Crossboy,	Denis Meehan.
11 Dublin (1),	14,463	St. Columba's Boys',	William Hara.
12 Dublin (2),	13,036	St. Mary's Boys',	Denis Sheerin.
13 Castlesbar,	6,129	Londisburgh Girls',	Mrs. Annie Belle.
14 Galway,	14,434	St. MacDerm's Infants',	Mrs. Jane Inghy.
15 Athlone,	14,953	Athlone Mixed,	John U. Berkett.
16 Furryhillington,	1,510	Ballymore Pastore Girls',	Mrs. Mary K. M'Guire.
17 Larock,	8,851	Malween Malbay Girls',	Mrs. Susan Murray.
18 Clonmel,	15,594	Carraghpor Girls',	Mrs. Ellen Merrick.
19 Waterford,	8,182	Toumoneau Boys',	Patrick Keating.
20 Kerry,	10,726	Ballyferrier Girls',	Mrs. Mary Manning.
21 Cork (1),	15,648	St. Luke's Boys',	John M. Kennedy.
22 Cork (2),	14,955	Warner's Lane,	Michael Quinlan.

## (3.) LIST of KING'S SCHOLARS who have passed their Final Year's Examination and have qualified for Certificates of Competency in Irish, and to whom Prizes of £5 each have been awarded.

The Training Colleges are indicated thus:—

O. N. E. "Marlborough-street" (Dublin).	D. I. S. "De la Salle" (Waterford).
St. P. "St. Patrick's" (Drumcondra).	St. M. "St. Mary's" (Belfast).
O. I. M. "Our Lady of Mercy" (Blackrock).	D. I. "Mary Immaculate" (Limerick).

County.	Roll No.	School.	Name of King's Scholar.	College.
King's, ..	7949	Parsonstown Model,	Charles Walsh, ..	C.N.E.
Queen's, ..	—	Castletown Moy, ..	Timothy Foley, ..	D.L.S.
Kerry, ..	6113	Kilquane, ..	Bartholomew Kennedy	St.P.
Cork, ..	4440	Cullin, ..	Daniel D. O'Connor,	D.L.S.
Cork, ..	5548	Adrigole Girls', ..	Kate Shea, ..	O.I.M.
Waterford, ..	5548	Ballymacart, ..	Thomas Delaney, ..	D.L.S.
Down, ..	5450	Warrenpoint Boys', ..	Peter Meegan, ..	D.L.S.
Kerry, ..	10735	Ferriter Boys', ..	Michael D. O'Connor,	St.P.
Mayo, ..	13154	Cooknafarna, ..	Mary A. Dalton, ..	St.M.
Donegal, ..	15616	Loretto Convent, ..	Jibey M'Atcor, ..	St.M.
Dublin, ..	2018	Convent N.S., Baggot street.	Margaret Buckley, ..	O.I.M.
Queen's, ..	—	Castletown Moy, ..	Michael Conway, ..	D.L.S.
Armagh, ..	115	Idles, ..	Michael M'Farland,	D.L.S.
Cork, ..	467	Ballinapittal ..	John Holland, ..	D.L.S.
Kerry, ..	2197	Spunkane, ..	David V. M'Callum,	D.L.S.
Donegal, ..	6162	Common, ..	William Dever, ..	D.L.S.
Donegal, ..	14194	Tormon, ..	Daniel Murray, ..	D.L.S.
Roscommon, ..	7752	St. Peter's Convent,	Lily A. Doyle, ..	St. M.
Meath, ..	7472	Navan Convent of Mercy.	Mary A. Grace, ..	St.M.
Dublin, ..	2018	Convent N.S., Baggot street.	Bridget M'Cluskey, ..	O.I.M.
Tyrone, ..	10110	Strahane Convent, ..	Bridget Murphy, ..	O.I.M.
Tipperary, ..	7358	Sheehansrinky, ..	Timothy Casey, ..	D.L.S.
Meath, ..	883	Navan Convent (1),	Catherine Gibbons, ..	St.M.
Cork, ..	9848	Kilmacowen, ..	Daniel Harrington, ..	D.L.S.
Queen's, ..	—	Castletown Moy, ..	Patrick Hackett, ..	D.L.S.
Donegal, ..	3076	Coguish, ..	Mary Shovelin, ..	St.M.
Roscommon, ..	12917	Greaghafarna, ..	James O'Roark, ..	D.L.S.
Galway, ..	12234	Tuam Convent (1), ..	Madge O'Malley, ..	O.I.M.
Antrim, ..	—	Downfearn Convent,	Harriet Maguire, ..	St.M.
Queen's, ..	—	Castletown Moy, ..	Joseph Davis, ..	D.L.S.

## LIST of additional KING'S SCHOLARS who have passed their Final Year's Examination and have qualified for Certificates of Competency in Irish.

Galway, ..	—	St. Francis College,	Joseph Holmes, ..	D.L.S.
Tipperary, ..	8203	Fethard Convent, ..	Catherine Corrick,	St.M.
Car, ..	2439	Feake, ..	Francis Duggan, ..	D.L.S.
Tyrone, ..	2316	Dromore, ..	Hugh P. Donnelly, ..	St.P.
Roscommon, ..	1763	Elphin, ..	Bernard Donlan, ..	D.L.S.
Meath, ..	1369	Stackallen, ..	Patrick Healy, ..	D.L.S.
Cork, ..	2006	St. Michael's Girls',	Catherine Hurley, ..	M.I.
Londonderry, ..	3878	Templemoyle, ..	Annie M. Murphy, ..	St.M.
Queen's, ..	—	Castletown Moy, ..	Joseph Egan, ..	D.L.S.
Kerry, ..	10230	Caherdaniel, ..	Maurice F. O'Connell,	St.P.
Mayo, ..	13182	Derrywash, ..	Eileen M'Donnell, ..	M.I.

## COMPULSORY EDUCATION.

## IRISH EDUCATION ACT, 1892.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1906.

County	Name of Urban District.	Name of Rural District
Antrim, . . .	Ballymena, . . .	Aghalee (Lurgan No. 3).
" . . .	Ballymoney, . . .	Antrim.
" . . .	Carrickfergus, . . .	Ballycastle.
" . . .	Larne, . . .	Ballymena.
" . . .	Lisburn, . . .	Ballymoney.
" . . .	Portrush, . . .	Belfast.
" . . .	—	Larne.
" . . .	—	Lisburn.
Antrim and Down,	Belfast Co. Borough,	—
Armagh, . . .	Lurgan, . . .	Armagh.
" . . .	Portadown, . . .	Lurgan :—Lurgan Division.
" . . .	Tandragee, . . .	" Portadown do.
" . . .	—	Tandragee (Banbridge No. 2)
Carlow, . . .	Carlow, . . .	Carlow :—Bagenalstown Division.
" . . .	Tallow, . . .	" Ballon do.
" . . .	—	" Berris do.
" . . .	—	" Tullyland do
Cavan, . . .	Belturbet, . . .	—
" . . .	Cavan, . . .	—
" . . .	Cootehill, . . .	—
Clare, . . .	Ennis, . . .	Corofin.
" . . .	Kilrush, . . .	Killadyseet.
" . . .	—	Kilrush.
Cork, . . .	Clonakilty, . . .	—
" . . .	Fermoy, . . .	—
" . . .	Kinsale, . . .	—
" . . .	Middleton, . . .	—
" . . .	Queenstown, . . .	—
" . . .	Cork Co. Borough,	—
Donegal, . . .	*Ballyshannon, . . .	Dunfennaghy.
" . . .	*Letterkenny, . . .	Londonderry No. 2.
" . . .	—	Strabane No. 2.
Down, . . .	Banbridge, . . .	Banbridge :—Annaclone Division
" . . .	Bangor, . . .	" Banbridge do.
" . . .	Donaghadee, . . .	" Dromore do.
" . . .	Downpatrick, . . .	" Moneylane do.
" . . .	Dromore, . . .	Castlereagh (Belfast No. 2).
" . . .	Holywood, . . .	Downpatrick :—Ballynahinch Division.

\* In this case the provisions of the Act were not enforced.

## (a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1906—continued.

County.	Name of Urban District.	Name of Rural District.
Down,	Newcastle, . . . .	Downpatrick :—Downpatrick Division.
"	Newry, . . . .	" Killyleagh do.
"	Newtownards, . . . .	" Portaferry do.
"	Warrenpoint, . . . .	Hillsborough (Lisburn No. 2).
"	—	Kilkeel.
"	—	Moira (Lurgan No. 2) :—Waringstown Division.
"	—	" Moira do.
"	—	Newtownards.
Dublin,	Blackrock, . . . .	Balrothery :—Balriggeran Division.
"	Dulkey, . . . .	" Garristown do.
"	Killiney and Ballybrack, . . . .	" Malahide do.
"	Kingstown, . . . .	Colbridge No. 2.
"	Pembroke, . . . .	North Dublin.
"	Rathmines and Rathgar, . . . .	Rathdown No. 1.
"	Dublin (Co. Borough) :—Cen- tury Division.	South Dublin.
"	" Drumcondra, &c., Div.	—
"	" New Kilmainham "	—
"	" North West "	—
"	" North East "	—
"	" South West "	—
"	" South East "	—
Fermanagh,	Enniskillen, . . . .	Enniskillen.
"	—	Irvinestown.
"	—	Lisnaskea :—East side.
"	—	" West side.
Galway,	Ballinasloe, . . . .	Clifden.
"	Galway, . . . .	Tusm.
Kerry,	Killarney, . . . .	—
"	Tralee, . . . .	—
Kildare,	Athy, . . . .	Athy :—Athy Dispensary District.
"	Naa, . . . .	" Castledermot do.
"	Newbridge, . . . .	" Fontstown do.
"	—	" Monasterevan do.
"	—	Ballinglass No. 2.
"	—	Colbridge No. 1.
"	—	Edenderry No. 2.
"	—	Naa No. 1.
Kilkenny,	Kilkenny, . . . .	—
King's,	Birr, . . . .	Birr No. 1 :—Banagher Division.
"	Tullamore, . . . .	" Birr do.
"	—	" Ferns do.
"	—	Boosra No. 2.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1906—*continued.*

County.	Name of Urban District	Name of Rural District.
Limerick, . . .	Limerick Co. Borough.	Croom.
" . . .	—	Glin (Listowel No. 2).
" . . .	—	Kilmallock No. 1.
" . . .	—	Limerick No. 1.
" . . .	—	Mitchelstown No. 2.
" . . .	—	Newcastle.
" . . .	—	Rathkeale.
" . . .	—	Tipperary No. 2.
Londonderry,	Coleraine, . . .	Coleraine.
" . . .	Limavady, . . .	Limavady.
" . . .	Londonderry Co. Borough.	Magherafelt.
Monaghan, . .	Clones, . . .	—
Queen's, . . .	Mountmellick, . . .	—
Tipperary, . .	Carrick-on-Suir, . . .	Birr No. 2.
" . . .	Cashel, . . .	Borrisokane.
" . . .	Clonmel, . . .	Nenagh.
" . . .	Nenagh, . . .	Roscrea No. 1.
" . . .	Templemore, . . .	Thurles.
" . . .	Thurles, . . .	Cashel :—Cashel Division.
" . . .	Tipperary, . . .	" Pethard do.
" . . .	—	" *Killeanule do.
" . . .	—	" Kilpatrick do.
Tyrone, . . .	Aughnasloy, . . .	Clogher :—Aughnasloy Dispensary District.
" . . .	Cookstown, . . .	" Clogher Dispensary District.
" . . .	Crugh, . . .	" Fivemiletown do.
" . . .	Strahane, . . .	Cookstown.
" . . .	—	Dungannon :—No. 1 Division.
" . . .	—	" *No. 2 do.
" . . .	—	Strahane No. 1 :—Plumbridge Division.
" . . .	—	" Newtown Stewart do.
" . . .	—	" Dunsmanagh do.
Waterford, . .	Dangrvan, . . .	—
" . . .	Lismore, . . .	—
" . . .	Waterford Co. Borough.	—
Westmeath, . .	Athlone, . . .	—
Wexford, . . .	Enniscorthy, . . .	Enniscorthy.
" . . .	Gorey, . . .	Gorey.
" . . .	New Ross, . . .	New Ross.
" . . .	Wexford, . . .	—
Wicklow, . . .	Bray, . . .	Ballinglass No. 1 :—Dunlavin Division.
" . . .	Wicklow, . . .	Naas No. 2.
" . . .	—	Rathdown No. 2.

\* In this case the provisions of the Act were not enforced.



(b.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Carlow, . . . . .	85	Ballinasloe, . . . . .	71.8
Dulkeigh, . . . . .	89.7	Bray, . . . . .	71.8
Carrick-on-Suir, . . . . .	79.2	Gorey, . . . . .	71.7
Birr, . . . . .	79	Netagh, . . . . .	71.7
Templemore, . . . . .	78.7	Newcastle, . . . . .	71.7
Queensdown, . . . . .	78.2	Belfast, . . . . .	71.5
Killiney and Ballybrack, . . . . .	77.8	Killarney, . . . . .	71.1
Holywood, Co. Down, . . . . .	77.5	Waterford, . . . . .	71.0
Nans, . . . . .	77.5	Fermoy, . . . . .	70.9
Banbridge, . . . . .	77.3	New Ross, . . . . .	70.8
Donaghadee, . . . . .	76.9	Pembroke, . . . . .	70.8
Kingsdown, . . . . .	75.8	Tipperrary, . . . . .	70.7
Wexford, . . . . .	75.7	Wicklow, . . . . .	70.7
Blackrock, . . . . .	75.6	Mountmellick, . . . . .	70.6
Newbridge, . . . . .	75.6	Clonmel, . . . . .	70.4
Downpatrick, . . . . .	75.4	Portrush, . . . . .	70.4
Athlone, . . . . .	75.3	Cork, . . . . .	70.2
Rangor, . . . . .	75.1	Aughnacloy, . . . . .	70.1
Carrickfergus, . . . . .	75.1	Galway, . . . . .	70.1
Limerick, . . . . .	74.9	Tandragee, . . . . .	70.1
Clonakilty, . . . . .	74.7	Fulhamore, . . . . .	70.1
Londonderry, . . . . .	74.7	Lurgan, . . . . .	69.7
Cashel, . . . . .	74.4	Trillick, . . . . .	69.7
Dungarvan, . . . . .	73.9	Strabane, . . . . .	69.5
Dublin, . . . . .	73.7	Warrenpoint, . . . . .	69.5
Kilkenny, . . . . .	73.7	Limavady, . . . . .	69.1
Lisburn, . . . . .	73.7	Ranis, . . . . .	69
Cookstown, . . . . .	73.5	Newry, . . . . .	68.9
Dromore, . . . . .	73.5	Tullow, . . . . .	68.8
Letterkeenny, . . . . .	73.5	Newtownards, . . . . .	68.7
Coleraine, . . . . .	73.4	Portadown, . . . . .	68.5
Ballymoney, . . . . .	73.2	Omagh, . . . . .	68.1
Kinsale, . . . . .	73.2	Clones, . . . . .	67.9
Larne, . . . . .	72.6	Cavan, . . . . .	66.9
Kilrush, . . . . .	72.6	Belturbet, . . . . .	65.4
Midleton, . . . . .	72.6	Enniskillen, . . . . .	65.3
Thurles, . . . . .	72.6	Enniscorthy, . . . . .	65.2
Lismore, . . . . .	72.4	Cootchill, . . . . .	64.4
Ballymena, . . . . .	71.9	Ballyshannon, . . . . .	63.8
Bathmains and Rathgar, . . . . .	71.0	Athy, . . . . .	63.7

(c.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES existed on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
North Dublin, . . . . .	77	Corofin, . . . . .	67.6
Kilmallock No. 1, . . . . .	76.4	Ballinglass No. 1, Dunlavin Division, . . . . .	67.4
Balrothery, . . . . .	76.3	Bunbridge, . . . . .	67.2
Newtownards (including Town of Comber), . . . . .	74.9	Carlow, . . . . .	67.2
Colbride No. 2, . . . . .	74.9	Lurgan, . . . . .	67.2
Rathdown No. 1, . . . . .	74.4	Coleraine, . . . . .	66.9
Castlerough, . . . . .	73.8	Aghalee, . . . . .	65.8
Belfast, . . . . .	73.5	Barriskane, . . . . .	66.4
Mitchelstown No. 2, . . . . .	73.1	Irvineestown, . . . . .	66.4
Colbride No. 1, . . . . .	72.9	Kilkeel, . . . . .	66.4
Thurles, . . . . .	72.1	Ballymoney, . . . . .	66.3
Ballymena, . . . . .	71.6	Londonderry No. 2, . . . . .	66.3
South Dublin, . . . . .	71.5	Clilden, . . . . .	65.7
Larne, . . . . .	71.4	Birr No. 1, . . . . .	65.6
Antrim, . . . . .	71.3	Tandragee, . . . . .	65.4
Ballinglass No. 2, . . . . .	71	Athy, . . . . .	65.1
Limerick No. 1, . . . . .	70.9	Roscrea No. 2, . . . . .	65.1
Moira, . . . . .	70.9	Ballyvaughan, . . . . .	65
Croom, . . . . .	70.7	Naas No. 2, . . . . .	64.9
Newcastle, . . . . .	70.7	Birr No. 2, . . . . .	64.4
Hillsboro', . . . . .	70.5	Cookstown, . . . . .	64.4
Rathkeale, . . . . .	70.3	Strabane No. 2, . . . . .	64.4
Downpatrick, . . . . .	70.2	Lisnakea, . . . . .	63.8
Naas No. 1, . . . . .	70	Strabane, . . . . .	63.8
Glin, . . . . .	69.9	Gorey, . . . . .	63.6
Roscrea No. 1 (including Town of Roscrea), . . . . .	69.8	Enniskillen, . . . . .	63.5
Lisburn, . . . . .	69.7	Kilrush, . . . . .	63.1
Edenderry No. 2, . . . . .	69.2	Enniscorthy, . . . . .	62.8
Tipperary No. 2, . . . . .	69.2	Dungannon, . . . . .	61.9
New Ross, . . . . .	69	Clogher (excluding Ballygowley Dispensary District), . . . . .	61.5
Killybegs, . . . . .	68.9	Maghersfield, . . . . .	61.4
Rathdown No. 2, . . . . .	68.2	Tuam, . . . . .	60.8
Armagh, . . . . .	68.1	Lisnavady, . . . . .	60
Nemagh, . . . . .	67.9	Dunfanaghy, . . . . .	59.9
Casheh (deducting Killemane Division), . . . . .	67.6		

(d.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Urban Area	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Fethard, . . . . .	77·8	Listowel, . . . . .	71·5
Kells, . . . . .	77·	Collan, . . . . .	71·3
Newcastle, Co. Limerick, . . . . .	77·	Ballyclare, . . . . .	70·8
Balbriggan, . . . . .	76·4	Youghal, . . . . .	69·3
Armagh, . . . . .	75·9	Bagenalstown, . . . . .	69·
Sligo, . . . . .	75·8	Edenderry, . . . . .	69·
Rosecommon, . . . . .	75·7	Navan, . . . . .	68·3
Bantry, . . . . .	75·	Bandon, . . . . .	68·2
Carriekmacross, . . . . .	74·8	Boyle, . . . . .	68·2
Westport, . . . . .	74·8	Castleblayney, . . . . .	68·1
Gillford, . . . . .	73·9	Kilkeel, . . . . .	68·
Monaghan, . . . . .	73·5	Mallow, . . . . .	67·6
Bathkenla, . . . . .	73·5	Ardee, . . . . .	67·6
Dundalk, . . . . .	73·4	Longford, . . . . .	67·5
Drogheda, . . . . .	72·8	Trim, . . . . .	67·4
Keady, . . . . .	72·8	Castlebar, . . . . .	67·1
Dungannon, . . . . .	72·6	Tram, . . . . .	66·
Macroom, . . . . .	72·6	Mullingar, . . . . .	65·7
Skibbereen, . . . . .	72·6	Ballyboy, . . . . .	65·3
Antrim, . . . . .	72·4	Loughrea, . . . . .	64·6
Maryborough, . . . . .	72·4	Granard, . . . . .	64·6
Arklow, . . . . .	72·1	Ballina, . . . . .	57·6

(e.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Charleville (including the Town of Charleville), . . . . .	74·4	Lisamore, . . . . .	70·9
Castleblayney, . . . . .	73·2	Tipperary No. 1, . . . . .	70·9
Cork (including the Town of Passage West), . . . . .	73·0	Skibbereen, . . . . .	70·6
Carrick-on-Suir, . . . . .	72·4	Mallow, . . . . .	70·5
Kilbeggan, . . . . .	71·6	Cloamell, . . . . .	70·3
Youghal, . . . . .	71·4	Edenderry No. 3, . . . . .	70·3
Skull, . . . . .	71·1	Shevomeargy, . . . . .	70·2
Clogheen (including the Town of Caher), . . . . .	71·1	Idrone, . . . . .	70·1
Dunshaughlin, . . . . .	70·9	Midleton, . . . . .	70·
Kilkenny, . . . . .	70·9	Fermoy, . . . . .	69·9

(s.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No. of Pupils on Rolls—*continued*.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Clonsilla, . . . . .	69·5	Ardee No. 2, . . . . .	65·3
Kinsale, . . . . .	69·5	Drogheda No. 1, . . . . .	65·3
Castlecumber, . . . . .	69·5	Kenmare, . . . . .	65·
Delvin, . . . . .	69·5	Wexford, . . . . .	64·8
Clonsmel No. 2, . . . . .	69·4	Coola, . . . . .	64·7
Callan, . . . . .	69·2	Newry No. 2 (including the Town of Newbrook),	64·6
Slieveradagh, . . . . .	69·2	Trillick, . . . . .	64·6
Urringford No. 1, . . . . .	69·2	Ennis, . . . . .	64·5
Baltinglass No. 1 (excluding the Dunlavin Division).	69·1	Killarney, . . . . .	64·5
Limerick No. 2, . . . . .	69·	Macroom, . . . . .	64·5
Bandon, . . . . .	68·9	Mitchelstown (including the Town of Mitchelstown),	64·4
Bantry, . . . . .	67·8	Athlone, . . . . .	64·1
Youghal No. 2, . . . . .	68·7	Ida, . . . . .	64·1
Drogheda No. 2, . . . . .	68·6	Ardee No. 1, . . . . .	64·
Waterford No. 1, . . . . .	68·6	Kanturk, . . . . .	64·
Athy No. 2, . . . . .	68·2	Millstreet, . . . . .	64·
Carrick-on-Suir No. 2, . . . . .	68·2	Kilnasherry No. 1, . . . . .	63·9
Carrick-on-Suir No. 3, . . . . .	68·2	Seariff, . . . . .	63·8
Caheriveen (including the Town of Caheriveen).	68·1	Dundalk, . . . . .	63·3
Cashel—Killenale Division,	68·1	Mountmellick, . . . . .	63·3
Dingle, . . . . .	68·	Tullamore, . . . . .	63·3
Dummanway, . . . . .	67·9	Shillelagh, . . . . .	63·
Navan, . . . . .	67·6	Roscrea No. 2, . . . . .	62·8
Waterford No. 2, . . . . .	67·6	Trillick, . . . . .	62·7
Mullingar, . . . . .	67·4	Sligo, . . . . .	62·6
Oldcastle, . . . . .	67·3	Boyle No. 1, . . . . .	62·3
Thomastown, . . . . .	67·	Lisnowel, . . . . .	62·3
Abbeyleix, . . . . .	66·8	Ballyvaughan, . . . . .	62·2
Ballymore, . . . . .	66·8	Bathrum, . . . . .	62·2
Cloneygowan, . . . . .	66·7	Gort, . . . . .	61·8
Tulla, . . . . .	66·7	Gortnahoe, . . . . .	61·8
Dungarvan, . . . . .	66·4	Glenles, . . . . .	61·6
Ennistymon, . . . . .	66·2	Ballymahon, . . . . .	61·3
Trim, . . . . .	65·8	Kells, . . . . .	61·1
Kilmaclithomas, . . . . .	65·6	Oldcastle No. 2, . . . . .	61·
Baltinglass No. 2, . . . . .	65·4		

(c.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1906, together with the Percentage of the Average Daily Attendance of Pupils to the Average No of Pupils on Rolls—*continued*.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Carrick-on-Shannon No. 2.	607	Longford, . . . . .	578
Inishowen, . . . . .	603	Roscommon, . . . . .	578
Galway, . . . . .	602	Ballinasloe No. 1, . . . . .	576
Londonderry No. 1, . . . . .	602	Downal, . . . . .	571
Portumna, . . . . .	602	Oughterril, . . . . .	571
Cooteshill, . . . . .	601	Mohill, . . . . .	57
Carrick-on-Shannon No. 1, . . . . .	60	Mountbellow, . . . . .	57
Monaghan, . . . . .	599	Belmullet, . . . . .	569
Ballinrobe, . . . . .	597	Letterkenny, . . . . .	569
Claremorris, . . . . .	597	Stranorlar, . . . . .	569
Killakee, . . . . .	596	Dromore West, . . . . .	565
Baileborough, . . . . .	594	Bawnboy, . . . . .	564
Crossmaglen, . . . . .	594	Enniskillen No. 2, . . . . .	561
Athlone No. 2, . . . . .	593	Clougher-Ballygnawley Division, . . . . .	557
Granard, . . . . .	593	Bellock, . . . . .	556
Monaghanhamilton, . . . . .	592	Glennamaddy, . . . . .	556
Newry No. 1, . . . . .	592	Loughrea, . . . . .	556
Omagh, . . . . .	592	Mullagherna, . . . . .	554
Strokestown, . . . . .	591	Boyle No. 2, . . . . .	553
Ballyshannon, . . . . .	585	Tobercurry, . . . . .	553
Westport, . . . . .	585	Milford, . . . . .	55
Cavan, . . . . .	584	Swinsford, . . . . .	55
Castleberg, . . . . .	582	Castleblymney, . . . . .	549
Carrickmacross, . . . . .	58	Castelhar, . . . . .	545
Clones No. 2, . . . . .	55	Kinlough, . . . . .	539
Clones No. 1, . . . . .	579	Ballinacore, . . . . .	531
Cooteshill No. 1, . . . . .	579	Ballina, . . . . .	527
Castleron, . . . . .	578	Ballinasloe No. 2, . . . . .	524

## Pupils on Rolls on 31st December, 1906, according to Ages, Attendances, and Standards.

TABLE A.—Showing the AGES of PUPILS on 31st December, 1906.

PROVINCES AND COUNTIES.	Over 3 but under 5 years of age.	5 years but under 6 years.	6 years but under 7 years.	7 years but under 9 years.	9 years but under 11 years.	11 years but under 14 years.	14 years but under 15 years.	15 years but under 16 years.	16 years and above.	Total.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
<b>ULSTER.</b>										
Antrim, . . . . .	7,683	7,240	8,996	17,371	17,378	20,912	1,622	508	462	81,887
Armagh, . . . . .	8,112	2,911	3,587	4,728	4,688	6,372	614	288	163	22,261
Cavan, . . . . .	1,294	1,413	1,544	3,417	3,320	5,007	682	317	212	18,212
Donegal, . . . . .	2,177	2,477	2,951	6,122	6,106	6,932	1,951	420	320	28,591
Down, . . . . .	3,965	4,263	5,654	11,515	11,531	13,259	1,132	350	284	58,078
Fermanagh, . . . . .	614	684	995	2,027	2,178	2,684	512	157	99	8,901
Londonderry, . . . . .	1,647	3,039	3,338	5,121	5,183	6,710	719	247	295	28,180
Monaghan, . . . . .	1,176	1,177	1,316	3,484	3,543	5,620	443	158	123	11,840
Tyrone, . . . . .	1,905	2,023	2,326	4,682	4,913	6,600	814	315	193	23,194
Total, . . . . .	22,503	23,411	28,134	57,932	57,836	67,187	7,519	2,733	2,032	309,257
Percentages, . . . . .	84	87	104	215	215	249	28	10	8	1000
<b>MUNSTER.</b>										
Clare, . . . . .	1,308	1,573	1,824	4,134	4,265	6,446	1,202	556	455	20,721
Cork, . . . . .	5,580	5,274	6,627	13,204	13,366	16,323	2,976	1,370	919	65,911
Kerry, . . . . .	2,213	2,409	2,916	6,202	6,457	8,334	1,729	883	729	22,012
Limerick, . . . . .	3,217	3,033	3,260	4,680	4,666	5,822	1,217	505	428	23,865
Tipperary, . . . . .	3,268	2,168	2,440	5,019	5,034	6,129	1,216	602	389	25,265
Waterford, . . . . .	1,463	1,169	1,288	3,370	3,496	2,567	389	166	153	11,361
Total, . . . . .	15,069	15,296	17,278	35,849	36,689	44,029	5,625	4,022	2,972	179,938
Percentages, . . . . .	84	85	97	199	201	248	48	22	16	1000
<b>LEINSTER.</b>										
Carlow, . . . . .	463	596	626	1,304	1,254	1,377	319	107	71	5,037
Dublin, . . . . .	6,022	5,274	6,411	11,924	10,802	12,424	1,413	490	480	55,613
Kildare, . . . . .	729	742	839	1,760	1,800	2,046	272	89	65	8,341
Kilkenny, . . . . .	1,270	1,150	1,201	2,556	2,594	2,984	455	195	150	12,627
King's, . . . . .	709	756	908	1,829	1,905	2,413	358	150	80	9,232
Longford, . . . . .	568	625	724	1,573	1,553	2,411	280	145	104	7,463
Louth, . . . . .	1,013	948	1,046	1,918	1,965	2,441	305	121	72	9,379
Meath, . . . . .	1,054	944	1,074	2,224	2,132	2,572	365	128	128	10,676
Queen's, . . . . .	753	741	830	1,725	1,791	2,125	323	169	84	8,641
Westmeath, . . . . .	849	865	899	1,969	2,029	2,473	421	182	114	9,855
Wexford, . . . . .	1,096	1,099	1,271	3,064	3,045	3,547	182	158	113	13,975
Wicklow, . . . . .	800	772	923	1,967	2,118	2,373	366	139	81	9,587
Total, . . . . .	15,267	14,759	16,969	33,823	32,828	38,362	5,429	2,138	1,561	161,226
Percentages, . . . . .	95	91	105	210	204	238	34	13	10	1000
<b>CONNAUGHT.</b>										
Galway, . . . . .	2,259	2,284	3,448	7,025	7,168	8,484	1,278	503	403	24,912
Letcham, . . . . .	967	1,082	1,302	2,865	2,706	3,281	585	228	180	12,961
Mayo, . . . . .	2,830	3,066	3,629	7,460	7,627	9,051	1,374	629	376	26,344
Roscommon, . . . . .	1,685	1,537	1,720	3,732	3,763	4,679	1,028	496	385	18,828
Sligo, . . . . .	1,232	1,231	1,287	2,901	2,946	3,691	683	305	197	14,664
Total, . . . . .	9,964	9,990	11,306	24,419	24,201	29,183	5,250	2,262	1,541	117,746
Percentages, . . . . .	80	84	98	207	205	248	35	20	13	1000
ULSTER, . . . . .	22,503	23,411	28,134	57,932	57,836	67,187	7,519	2,733	2,032	309,257
MUNSTER, . . . . .	15,069	15,296	17,278	35,849	36,689	44,029	5,625	4,022	2,972	179,938
LEINSTER, . . . . .	15,267	14,759	16,969	33,823	32,828	38,362	5,429	2,138	1,561	161,226
CONNAUGHT, . . . . .	9,964	9,990	11,306	24,419	24,201	29,183	5,250	2,262	1,541	117,746
ALL IRELAND, . . . . .	62,803	63,376	74,007	152,023	150,964	179,271	26,821	11,355	8,107	728,167
Percentages to Total on Rolls, . . . . .	86	87	102	205	207	246	27	15	11	1000

TABLE B.—Showing the NUMBER of PUPILS on the ROLLS on 31st December, 1906, according to the Attendances made by them.

PROVINCES AND COUNTIES.	Under 50 Attendances.	50 but under 75 Attendances.	75 but under 100 Attendances.	100 but under 125 Attendances.	125 but under 150 Attendances.	150 but under 175 Attendances.	175 but under 200 Attendances.	200 Attendances and above.	Total.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
<b>ULSTER.</b>									
Antrim . . . . .	10,404	7,120	5,232	8,147	10,757	14,474	16,121	6,572	51,837
Armagh . . . . .	2,296	1,755	2,267	2,741	3,479	3,078	3,824	1,696	22,511
Cavan . . . . .	2,160	1,564	2,229	2,435	2,837	2,452	1,750	459	16,312
Down . . . . .	4,718	3,735	3,922	3,678	4,017	3,172	3,154	938	28,594
Fermanagh . . . . .	5,343	3,873	4,812	5,050	7,081	10,049	10,426	4,814	52,578
Londonderry . . . . .	1,052	900	1,164	1,477	1,907	1,765	1,229	547	9,901
Monaghan . . . . .	2,703	2,111	2,024	2,893	3,039	3,870	3,750	1,571	28,280
Tyrone . . . . .	1,448	1,200	1,638	1,840	1,958	1,896	1,616	344*	11,960
Tyrone . . . . .	2,914	2,322	2,801	3,301	3,785	3,862	3,215	1,064	23,194
Total . . . . .	33,138	23,110	20,884	31,912	39,960	46,318	45,217	17,718	203,257
Percentages . . . . .	12.3	9.3	11.1	11.9	14.8	17.2	16.8	6.6	100.0
<b>MUNSTER.</b>									
Clare . . . . .	1,827	1,590	2,245	3,026	3,813	4,070	3,365	791	20,721
Cork . . . . .	5,306	4,874	6,190	8,288	10,899	13,163	13,549	3,822	65,991
Kerry . . . . .	2,700	2,577	3,047	4,663	5,852	5,329	5,229	946	37,012
Limerick . . . . .	1,825	1,636	1,942	2,721	4,031	3,747	3,179	1,222	23,828
Tipperary . . . . .	1,951	1,790	2,375	3,071	4,512	5,387	5,090	1,570	24,295
Waterford . . . . .	1,150	946	1,159	1,496	1,991	2,326	2,423	571	11,951
Total . . . . .	14,749	13,481	17,431	23,207	30,751	36,960	31,765	8,934	179,938
Percentages . . . . .	8.2	7.5	9.7	12.9	17.1	20.3	19.3	5.0	100.0
<b>LEINSTER.</b>									
Carlow . . . . .	667	437	546	782	967	1,302	1,211	325	5,927
Dublin . . . . .	6,324	5,174	5,676	5,825	7,149	10,483	12,117	3,548	55,643
Kildare . . . . .	741	632	774	1,017	1,261	1,667	1,503	467	8,311
Kilkenny . . . . .	1,647	1,601	1,217	1,683	2,028	2,487	2,394	680	12,567
King's . . . . .	815	810	1,086	1,309	1,572	1,638	1,468	596	9,322
Longford . . . . .	1,024	828	1,050	1,196	1,169	1,013	839	325	7,403
Louth . . . . .	908	819	1,053	1,240	1,462	1,605	1,489	571	8,310
Meath . . . . .	1,964	1,896	1,665	1,462	1,791	1,877	1,885	633	10,676
Queen's . . . . .	756	814	1,057	1,225	1,365	1,528	1,356	420	8,541
Westmeath . . . . .	829	707	945	1,286	1,712	1,994	1,845	502	9,825
Wexford . . . . .	1,423	1,122	1,410	1,967	2,402	2,522	2,274	812	13,975
Wicklow . . . . .	1,015	865	981	1,273	1,631	1,661	1,667	594	9,557
Total . . . . .	16,488	14,176	16,929	19,555	24,619	29,670	30,267	8,427	161,226
Percentages . . . . .	10.2	8.8	10.5	12.1	15.3	18.4	18.8	5.9	100.0
<b>CONNAUGHT.</b>									
Galway . . . . .	4,227	4,077	5,612	5,937	5,591	5,179	3,612	927	34,942
Leitrim . . . . .	1,790	1,518	2,073	2,199	2,106	1,733	1,707	319	12,961
Mayo . . . . .	5,096	4,445	5,475	6,299	6,098	5,029	3,655	758	26,344
Roscommon . . . . .	2,282	2,251	2,737	2,973	3,059	2,631	1,981	546	18,225
Sligo . . . . .	1,267	1,028	1,370	2,267	2,371	3,113	1,832	606	14,654
Total . . . . .	14,468	13,889	17,267	19,752	19,692	16,765	11,747	3,226	117,746
Percentages . . . . .	13.2	11.8	14.7	16.8	16.6	14.2	10.0	2.7	100.0
<b>ULSTER.</b>									
ULSTER . . . . .	33,138	23,110	20,884	31,912	39,960	46,318	45,217	17,718	203,257
<b>MUNSTER.</b>									
MUNSTER . . . . .	14,749	13,481	17,431	23,207	30,751	36,960	31,765	8,934	179,938
<b>LEINSTER.</b>									
LEINSTER . . . . .	16,488	14,176	16,929	19,555	24,619	29,670	30,267	8,427	161,226
<b>CONNAUGHT.</b>									
CONNAUGHT . . . . .	14,468	13,889	17,267	19,752	19,692	16,765	11,747	3,226	117,746
<b>ALL IRELAND.</b>									
ALL IRELAND . . . . .	79,868	66,036	81,511	94,836	114,922	129,313	122,096	38,315	728,167
Percentages to Total on Rolls . . . . .	11.9	9.1	11.2	13.0	15.8	17.7	16.8	5.4	100.0

TABLE C.—Showing the NUMBER of PUPILS on the ROLLS on 31st December, 1906, according to Standards.

PROVINCES AND COUNTIES.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	6th Standard.	7th and 8th Standards.	Total.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
<b>ULSTER.</b>								
Antrim, . . . . .	38,099	10,767	9,968	8,821	8,397	4,129	1,716	81,897
Armagh, . . . . .	10,146	3,829	2,811	2,466	2,258	1,211	442	28,291
Cavan, . . . . .	6,654	2,590	2,202	1,880	1,739	1,284	214	15,312
Down, . . . . .	25,975	1,028	2,222	3,008	2,552	1,642	488	28,594
Donegal, . . . . .	25,242	6,791	6,545	5,751	5,209	2,879	871	62,678
Fermanagh, . . . . .	1,224	1,379	1,441	1,126	1,070	678	174	9,401
Londonderry, . . . . .	9,390	3,139	2,828	2,591	2,464	1,491	607	23,180
Monaghan, . . . . .	5,185	1,543	1,550	1,692	1,170	803	294	11,960
Tyrone, . . . . .	10,002	2,995	3,611	2,633	2,342	1,051	590	28,194
Total, . . . . .	121,078	35,686	34,280	29,715	27,301	15,796	5,262	260,237
Percentages, . . . . .	43.0	12.3	12.7	11.0	10.1	5.9	2.0	100.0
<b>MUNSTER.</b>								
Clare, . . . . .	7,960	2,579	2,580	2,534	2,620	1,933	847	20,721
Cork, . . . . .	28,974	8,462	8,068	7,242	7,465	4,084	2,796	65,994
Kerry, . . . . .	18,568	4,102	3,567	3,587	3,470	2,222	816	32,812
Limerick, . . . . .	8,812	2,985	2,810	2,668	2,717	1,393	1,043	22,558
Tipperary, . . . . .	10,522	3,228	3,120	2,945	2,899	1,674	777	25,226
Waterford, . . . . .	5,565	1,508	1,405	1,379	1,218	688	296	11,861
Total, . . . . .	75,160	22,225	21,561	20,605	20,578	13,244	6,005	179,968
Percentages, . . . . .	41.9	12.7	12.2	11.2	11.4	7.4	3.3	100.0
<b>LEINSTER.</b>								
Carlow, . . . . .	2,650	869	758	661	604	392	103	5,987
Dublin, . . . . .	29,218	7,265	6,460	5,655	4,949	1,280	1,179	56,618
Kildare, . . . . .	3,981	1,121	1,061	875	744	407	139	8,241
Kilkenny, . . . . .	5,416	1,641	1,628	1,340	1,378	821	343	12,967
King's, . . . . .	4,113	1,249	1,223	1,072	923	591	154	9,322
Lancaster, . . . . .	3,183	1,013	982	835	722	468	142	7,463
Louth, . . . . .	4,474	1,371	1,124	1,050	862	646	189	9,279
Meath, . . . . .	4,686	1,391	1,283	1,145	1,120	796	189	10,676
Queen's, . . . . .	3,675	1,156	1,066	969	861	536	199	8,541
Westmeath, . . . . .	4,020	1,261	1,204	1,151	1,037	722	210	9,885
Wexford, . . . . .	6,514	1,571	1,897	1,449	1,291	777	383	13,975
Wicklow, . . . . .	4,889	1,344	1,255	1,609	917	571	125	9,567
Total, . . . . .	76,161	21,646	20,229	16,586	14,714	8,621	3,229	161,226
Percentages, . . . . .	47.2	13.4	12.6	10.2	9.1	5.4	2.1	100.0
<b>CONNAUGHT.</b>								
Galway, . . . . .	15,555	4,909	4,575	3,915	3,427	1,863	598	34,242
Leitrim, . . . . .	5,627	1,846	1,745	1,611	1,464	1,012	323	12,988
Mayo, . . . . .	16,661	5,154	4,945	4,196	3,572	1,875	561	36,344
Roscommon, . . . . .	7,562	2,526	2,405	2,191	2,244	1,497	590	18,825
Sligo, . . . . .	6,122	2,611	1,856	1,749	1,491	1,069	353	14,664
Total, . . . . .	59,277	16,436	15,625	13,668	12,141	7,406	2,266	117,746
Percentages, . . . . .	42.7	13.9	12.8	11.6	10.8	6.3	1.9	100.0
ULSTER, . . . . .	121,078	35,686	34,280	29,715	27,301	15,796	5,262	260,237
MUNSTER, . . . . .	75,160	22,225	21,561	20,605	20,578	13,244	6,005	179,968
LEINSTER, . . . . .	76,161	21,646	20,229	16,586	14,714	8,621	3,229	161,226
CONNAUGHT, . . . . .	59,277	16,436	15,625	13,668	12,141	7,406	2,266	117,746
ALL IRELAND, . . . . .	322,616	96,228	92,068	80,628	74,734	45,067	16,931	758,367
Percentages to Total on Rolls, . . . . .	44.3	13.3	12.6	11.0	10.3	6.3	2.3	100.0



TABLE D.—CLASSIFICATION, by PROVINCES, of the PUPILS on the ROLLS of NATIONAL SCHOOLS on 31st DECEMBER, 1906, according to AGES, ATTENDANCES, and STANDARDS.

PROVINCES.	AGES.									Total.
	Over 2 but under 5 years of age.	3 years but under 4 years.	6 years but under 7 years.	7 years but under 8 years.	9 years but under 11 years.	11 years but under 14 years.	14 years but under 15 years.	15 years but under 16 years.	16 years and above.	
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	
ULSTER. Percentage to Total on Rolls.	22,500 84	23,411 87	28,184 104	37,932 135	57,286 210	67,187 249	7,519 28	2,733 10	2,032 8	269,937 1000
MUNSTER. Percentage to Total on Rolls.	15,089 84	15,280 85	17,373 87	25,840 129	36,089 191	44,829 218	8,623 43	4,022 22	2,973 16	179,938 1000
LEINSTER. Percentage to Total on Rolls.	15,357 95	14,750 91	16,969 105	33,833 110	32,828 104	28,392 108	5,420 24	2,159 10	1,561 7	161,226 1000
CONNAGHT. Percentage to Total on Rolls.	9,364 80	9,920 84	11,866 98	24,449 107	24,501 105	29,123 128	5,350 23	2,282 10	3,561 16	117,746 1000
ALL IRELAND. Percentage to Total on Rolls.	62,313 84	63,370 87	74,497 102	132,058 109	150,704 107	179,271 116	26,822 10	11,265 4	8,167 3	728,167 1000
ATTENDANCES.										
PROVINCES.	Under 50 attendances.	50 but under 75 attendances.	75 but under 100 attendances.	100 but under 125 attendances.	125 but under 150 attendances.	150 but under 175 attendances.	175 but under 200 attendances.	200 attendances and above.	Total.	
ULSTER. Percentage to Total on Rolls.	33,128 123	23,110 93	29,886 111	31,912 119	28,960 118	46,318 172	45,217 169	17,718 68	269,937 1000	
MUNSTER. Percentage to Total on Rolls.	14,749 82	15,681 74	17,431 87	23,267 129	30,751 171	26,590 143	34,765 193	3,834 21	179,938 1000	
LEINSTER. Percentage to Total on Rolls.	26,433 102	14,176 88	16,929 105	19,555 121	24,619 153	29,670 154	20,247 103	9,427 59	161,226 1000	
CONNAGHT. Percentage to Total on Rolls.	14,498 132	13,889 118	17,267 147	19,732 168	19,602 168	26,765 142	11,747 109	3,236 27	117,746 1000	
ALL IRELAND. Percentage to Total on Rolls.	74,868 116	61,626 91	81,511 112	94,586 130	114,932 158	129,313 177	122,899 163	38,215 54	728,167 1000	
STANDARDS.										
PROVINCES.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	6th Standard.	7th and 8th Standards.	Total.		
ULSTER. Percentage to Total on Rolls.	121,675 459	35,626 132	34,889 127	23,715 116	27,901 101	15,796 59	6,322 29	269,937 1000		
MUNSTER. Percentage to Total on Rolls.	76,360 413	22,925 127	21,261 112	30,673 113	29,638 114	13,244 78	5,035 28	179,938 1000		
LEINSTER. Percentage to Total on Rolls.	76,191 472	21,616 134	29,229 126	16,820 103	14,714 91	8,622 54	3,259 21	161,226 1000		
CONNAGHT. Percentage to Total on Rolls.	20,277 187	16,436 139	15,619 132	13,622 116	12,141 103	7,926 63	2,286 19	117,746 1000		
ALL IRELAND. Percentage to Total on Rolls.	322,616 443	96,623 138	92,668 126	91,628 116	74,734 103	46,667 62	16,321 22	728,167 1000		

TABLE showing, according to Provinces and Counties, the number of Pupils  
SCHOOLS which were attended by both

PROVINCES AND COUNTIES.	Total No. of Schools attended by both R.C. and Proc. Pupils.	SCHOOLS UNDER ROMAN CATHOLIC TEACHERS.							SCHOOLS UNDER	
		No. of Schools.	Pupils on the Rolls on 31st December, 1906.						No. of Schools.	Pupils
			R.C.	E.C.	Pres.	Meth.	Others.	Total.		R.C.
<b>ULSTER.</b>										
Antim, . . . . .	325	62	3,756	199	261	13	102	4,331	160	664
Armagh, . . . . .	92	38	2,839	189	68	1	9	3,056	58	324
Cavan, . . . . .	91	76	4,439	342	30	27	-	4,896	12	92
Down, . . . . .	184	113	6,636	439	263	10	6	8,119	69	678
Donegal, . . . . .	184	36	5,555	140	296	5	15	3,921	122	557
Down, . . . . .	91	49	2,437	388	10	36	4	2,875	40	290
Fermanagh, . . . . .	145	52	2,977	111	278	7	4	3,377	90	719
Londonderry, . . . . .	85	51	3,519	166	103	-	-	3,730	33	171
Monaghan, . . . . .	204	108	5,523	455	292	48	10	6,326	96	853
<b>Total, . . . . .</b>	<b>1,301</b>	<b>690</b>	<b>37,201</b>	<b>2,319</b>	<b>1,536</b>	<b>147</b>	<b>150</b>	<b>41,353</b>	<b>675</b>	<b>4,347</b>
<b>MUNSTER.</b>										
Clare, . . . . .	48	47	4,755	114	3	-	7	4,872	1	3
Cork, . . . . .	196	106	17,748	509	25	31	1	18,309	7	22
Kerry, . . . . .	89	86	9,139	270	5	-	1	9,415	3	15
Limerick, . . . . .	51	46	3,802	82	5	16	4	3,909	3	19
Tipperary, . . . . .	99	92	7,882	262	28	5	7	8,184	6	83
Waterford, . . . . .	29	26	3,705	52	1	-	5	3,763	3	15
<b>Total, . . . . .</b>	<b>514</b>	<b>485</b>	<b>47,031</b>	<b>1,283</b>	<b>67</b>	<b>42</b>	<b>24</b>	<b>48,452</b>	<b>25</b>	<b>107</b>
<b>LEINSTER.</b>										
Carlow, . . . . .	36	24	2,504	53	1	-	-	2,558	2	6
Dublin, . . . . .	39	46	7,114	141	10	-	2	7,267	35	114
Kildare, . . . . .	33	31	3,038	81	15	-	-	3,134	2	2
Kilkenny, . . . . .	44	42	2,690	95	2	-	-	2,787	1	27
King's, . . . . .	43	44	2,872	158	10	-	4	3,044	4	19
Longford, . . . . .	54	33	2,646	75	3	2	2	2,726	1	36
Louth, . . . . .	37	34	3,189	66	13	-	2	3,270	3	25
Meath, . . . . .	51	45	2,742	112	6	-	-	2,860	3	8
Queen's, . . . . .	33	35	2,759	126	7	-	-	2,892	3	5
Westmeath, . . . . .	37	37	3,062	90	6	-	4	3,162	-	-
Wexford, . . . . .	61	55	3,926	179	7	-	1	4,143	6	27
Wicklow, . . . . .	35	30	1,892	124	4	-	1	1,931	5	41
<b>Total, . . . . .</b>	<b>533</b>	<b>456</b>	<b>33,374</b>	<b>1,300</b>	<b>84</b>	<b>2</b>	<b>16</b>	<b>33,776</b>	<b>65</b>	<b>310</b>
<b>CONNAUGHT.</b>										
Galway, . . . . .	85	83	8,521	224	20	1	8	8,775	2	3
Leitrim, . . . . .	71	66	4,372	259	9	5	3	4,648	5	21
Mayo, . . . . .	77	74	7,693	267	16	-	4	7,922	8	8
Roscommon, . . . . .	51	49	3,682	144	18	-	5	3,849	3	28
Sligo, . . . . .	72	66	4,532	193	14	-	-	4,741	4	24
<b>Total, . . . . .</b>	<b>356</b>	<b>340</b>	<b>28,200</b>	<b>1,029</b>	<b>79</b>	<b>6</b>	<b>21</b>	<b>29,335</b>	<b>16</b>	<b>79</b>
<b>GROSS TOTAL,</b>	<b>2,704</b>	<b>1,881</b>	<b>150,806</b>	<b>5,986</b>	<b>1,766</b>	<b>197</b>	<b>211</b>	<b>158,916</b>	<b>779</b>	<b>4,843</b>

of each Denomination on the Rolls on the 31st December, 1906, of 2,704  
**ROMAN CATHOLIC AND PROTESTANT PUPILS.**

PROTESTANT TEACHERS					SCHOOLS UNDER ROMAN CATHOLIC AND PROTESTANT TEACHERS.							PROVINCES AND COUNTIES.
on the Rolls on 31st December, 1906.					No. of Schools	Pupils on the Rolls on 31st December, 1906.						
E.C.	Pres.	Metb.	Others.	Total.		R.C.	E.C.	Pres.	Metb.	Others.	Total.	
<b>ULSTER.</b>												
4,021	9,077	436	405	15,588	3	215	298	379	52	34	978	Antrim.
1,955	1,335	317	72	4,008	1	31	18	25	-	1	75	Armagh.
201	55	26	5	559	3	174	33	66	4	-	277	Cavan.
991	1,458	65	12	3,204	2	90	9	65	1	-	165	Donegal.
4,297	6,692	512	525	12,558	6	236	170	152	7	8	583	Down.
1,691	104	187	5	2,277	2	66	106	3	13	-	182	Fermanagh.
1,522	3,108	35	145	5,523	3	89	14	40	-	-	143	Londonderry.
517	830	4	9	1,581	1	45	24	-	-	-	67	Monaghan.
2,072	2,260	251	167	5,483	5	294	103	95	5	-	492	Tyrone.
18,318	34,839	1,853	1,369	50,727	26	1,244	700	825	82	43	2,974	Total.
<b>MUNSTER.</b>												
51	-	-	-	54	-	-	-	-	-	-	-	Clare.
367	17	36	14	436	3	194	107	10	26	17	354	Cork.
196	6	-	-	122	-	-	-	-	-	-	-	Kerry.
85	8	4	24	141	2	6	65	15	16	19	121	Limerick.
146	19	24	-	213	1	13	48	1	-	3	60	Tipperary.
78	19	4	3	194	-	-	-	-	-	-	-	Waterford.
834	60	68	46	1,115	6	213	215	26	42	39	535	Total.
<b>LEINSTER.</b>												
53	-	-	-	59	-	-	-	-	-	-	-	Carlow.
2,083	277	155	589	3,018	8	1,767	260	29	8	11	1,950	Dublin.
74	21	17	2	116	-	-	-	-	-	-	-	Kildare.
12	-	-	-	39	1	43	10	-	-	-	53	Kilkenny.
186	12	3	-	170	-	-	-	-	-	-	-	King's.
4	-	-	-	29	-	-	-	-	-	-	-	Longford.
36	30	2	-	95	-	-	-	-	-	-	-	Louth.
43	13	-	-	64	3	243	49	-	-	-	297	Meath.
92	-	-	-	97	-	-	-	-	-	-	-	Queen's.
-	-	-	-	-	-	-	-	-	-	-	-	Westmeath.
190	5	3	-	203	-	-	-	-	-	-	-	Wexford.
209	10	-	3	268	-	-	-	-	-	-	-	Wicklow.
2,932	360	190	330	4,180	12	1,996	262	29	8	11	2,306	Total.
<b>CONNAUGHT.</b>												
71	6	3	-	83	-	-	-	-	-	-	-	Galway.
179	6	11	-	217	-	-	-	-	-	-	-	Leitrim.
51	35	-	-	94	-	-	-	-	-	-	-	Mayo.
41	3	-	2	69	-	-	-	-	-	-	-	Roscommon.
96	-	-	-	120	-	-	-	-	-	-	-	Sligo.
438	50	14	2	583	-	-	-	-	-	-	-	Total.
22,222	25,837	2,095	1,816	56,613	44	3,435	1,237	880	132	93	5,917	GROSS TOTAL.

TABLE showing, according to Provinces and Counties, the number of Pupils on the Rolls on 31st December, 1906, of 5,892 Schools attended solely by Pupils of one Denomination.

PROVINCES AND COUNTIES.	Total Number of Schools.	Schools under Roman Catholic Teachers.		Schools Under Protestant Teachers.					
		Number of Schools.	No. of Pupils, all R. C.	No. of Schools.	No. of Pupils—all Protestants.				
					E. C.	Pres.	Meth.	Others.	Total.
<b>ULSTER.</b>									
Antrim, . . . . .	476	96	13,625	330	15,602	26,709	3,106	1,754	47,171
Armagh, . . . . .	180	67	6,445	113	5,527	2,252	613	220	8,622
Cavan, . . . . .	193	129	8,301	53	1,677	420	47	8	2,167
Donegal, . . . . .	250	187	13,756	63	1,443	1,915	187	16	2,666
Down, . . . . .	327	73	7,797	255	8,632	15,587	1,430	1,516	27,155
Fermanagh, . . . . .	88	47	2,729	41	1,539	61	232	13	1,838
Londonderry, . . . . .	151	56	6,217	95	3,118	4,403	186	208	7,915
Monaghan, . . . . .	96	67	5,021	31	829	637	69	16	1,611
Tyrone, . . . . .	157	67	5,529	90	3,009	2,022	161	114	5,306
<b>Total,</b> . . . . .	<b>1,909</b>	<b>788</b>	<b>69,490</b>	<b>1,121</b>	<b>41,372</b>	<b>53,166</b>	<b>6,971</b>	<b>3,832</b>	<b>104,471</b>
<b>MUNSTER.</b>									
Clare, . . . . .	216	209	15,651	7	107	32	-	5	144
Cork, . . . . .	534	461	43,897	72	2,515	137	188	64	2,902
Kerry, . . . . .	274	363	22,063	11	351	99	25	1	377
Limerick, . . . . .	211	201	19,334	10	321	8	29	5	363
Tipperary, . . . . .	228	204	16,402	19	493	11	22	10	536
Waterford, . . . . .	112	103	7,782	9	236	20	21	5	292
<b>Total,</b> . . . . .	<b>1,570</b>	<b>1,442</b>	<b>125,159</b>	<b>128</b>	<b>4,003</b>	<b>228</b>	<b>283</b>	<b>90</b>	<b>4,604</b>
<b>LEINSTER.</b>									
Carlow, . . . . .	57	42	2,778	15	529	6	4	3	542
Dublin, . . . . .	245	173	37,237	72	5,067	253	239	398	6,057
Kildare, . . . . .	73	57	4,659	16	397	22	5	8	432
Kilkenny, . . . . .	136	128	9,372	8	289	6	3	18	316
King's, . . . . .	73	62	5,060	11	332	19	7	-	358
Longford, . . . . .	75	61	4,168	14	446	24	29	17	507
Louth, . . . . .	77	64	5,437	13	394	149	23	13	679
Meath, . . . . .	117	105	7,130	12	302	18	5	-	325
Queen's, . . . . .	81	62	4,898	19	637	43	33	1	714
Westmeath, . . . . .	106	91	6,185	15	476	25	26	11	538
Wexford, . . . . .	117	96	8,919	21	685	17	9	6	697
Wicklow, . . . . .	99	63	5,320	36	1,294	54	91	29	1,468
<b>Total,</b> . . . . .	<b>1,256</b>	<b>1,004</b>	<b>102,314</b>	<b>252</b>	<b>10,828</b>	<b>786</b>	<b>465</b>	<b>504</b>	<b>12,333</b>
<b>CONNAUGHT.</b>									
Galway, . . . . .	334	327	25,856	7	166	41	21	-	228
Letchin, . . . . .	134	110	7,363	24	671	19	63	-	753
Mayo, . . . . .	347	334	28,585	13	312	17	4	-	333
Rosecommon, . . . . .	200	194	14,717	6	139	21	3	7	190
Sligo, . . . . .	142	119	8,979	23	649	106	43	14	814
<b>Total,</b> . . . . .	<b>1,157</b>	<b>1,084</b>	<b>85,510</b>	<b>73</b>	<b>1,937</b>	<b>206</b>	<b>134</b>	<b>21</b>	<b>2,318</b>
<b>GROSS TOTAL.</b>	<b>5,892</b>	<b>4,318</b>	<b>362,473</b>	<b>1,574</b>	<b>58,160</b>	<b>54,836</b>	<b>6,953</b>	<b>4,477</b>	<b>123,926</b>

There are six schools with unnoted attendance which cannot be brought under the headings in this Table, viz.—Ballymena Model B. (Antrim), with only Protestant pupils on the rolls but with both Protestant and R.C. teachers; Newtownsweari Model G. (Tyrone), with only Protestant pupils on the rolls, but with R.C. teacher; Drumacree (Down), with only R.C. pupils on the rolls, but under R.C. and Protestant teachers; two schools, one in Dublin the other in Cork, with exclusively Jewish attendance, but under R.C. and Protestant, and R.C. teachers, respectively; and Donegal P. L. O. school, with 4 R.C. pupils, under Protestant teacher.

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RULES AND REGULATIONS  
OF  
THE COMMISSIONERS  
OF  
NATIONAL EDUCATION  
IN  
IRELAND.

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1906-7.

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*Rules and Regulations.*

CHANGES in the RULES and REGULATIONS of the COMMISSIONERS  
of NATIONAL EDUCATION.

Rules in the Code of 1906 which are modified in the Code for 1906-7.	New, or modified, Rules in the Code of 1906-7.
<p>5. * * *</p> <p>1st. Vested schools, of which there are two sorts, namely:— (a) Those vested in the Commissioners; and (b) Those vested in trustees for the purpose of being maintained as National schools;</p> <p>2nd. Non-vested schools, which are the property of private individuals.</p>	<p>5. * * *</p> <p>1st. Vested schools, including:— (a) Those vested in the Commissioners; and (b) Those vested in trustees, under deeds to which the Commissioners are a party, for the purpose of being maintained as National schools;</p> <p>2nd. Non-vested schools, which include all other national schools.</p>
<p>9. Visitors of all denominations should have free access * * * and should have full liberty * * * They should not interrupt * * *</p>	<p>9. Visitors of all denominations have free access * * * and have full liberty * * * They should not, however, interrupt * * *</p>
<p>20. Opportunities must be afforded to the pupils in all schools for receiving such religious instruction * * *</p>	<p>20. Opportunities must be afforded to the pupils of all schools for receiving such religious instruction * * *</p>
<p>26.</p>	<p>26. * * * * In the case of the amalgamation of two or more schools under Protestant management, the schools so united come under rule 25, whether vested or non-vested."</p>
<p>49. NOTE 3. In the case of agreements entered into with casual instructresses * * *</p>	<p>49. NOTE 3. In the case of agreements entered into with junior assistant mistresses * * *</p>
<p>57.</p>	<p>57. NOTE. [NEW]. In elementary evening schools the teachers may be either lay or clerical. See rule 205 (b).</p>
<p>65. As a general rule, every school should be visited by the inspectors three times in each year. One of the yearly visits must be for the annual inspection.</p>	<p>65. As a general rule, every school should be visited by the inspectors three times in each year.</p>
<p>66. * * * with the local manager in case they should have observed any violation of rule, or defects, or should consider it desirable to afford the manager information concerning the general state of the school; * * *</p>	<p>66. * * * with the local manager with reference to the general condition of the school, * * *</p>

*Rules and Regulations.*

Rules in the Code of 1905 which are modified in the Code for 1906-7.	New, or modified, Rules in the Code of 1906-7.
67. The inspectors should hold a formal annual inspection * * *	67. The inspectors should hold annually a formal inspection * * *
68. A formal annual inspection need not be held in the case of highly efficient schools * * *	68. A formal inspection need not be held annually in the case of highly efficient schools * * *
73. The teachers recognized in National schools are principal teachers, assistant teachers, junior literary assistants, industrial teachers, work-mistresses, and manual instructresses.	73. The teachers recognized in National schools are principal teachers, assistant teachers, junior assistant-mistresses, junior literary assistants industrial teachers, workmistresses, and qualified <i>extern</i> teachers.
76. (a) and (b).	73. NOTE. The teachers hitherto known as manual instructresses are now recognized as junior assistant mistresses.
76. (b). (5.) Manual instructresses.	76. (a) and (b). NOTE. [NEW]. All candidates for positions as principals or assistants in infants' schools must be fully qualified in kindergarten. In the case of new appointments to schools in Irish-speaking districts, teachers are required to have an oral knowledge of Irish.
76. (c).	76. (b). (5.) Junior assistant mistresses.
76. (e). NOTE. This rule comes into operation on the 1st April, 1906, and applies to teachers appointed for the first time as principals after that date.	76. (c). [NEW]. Junior assistant mistresses are recognized in all schools, under the conditions as to average attendance laid down in rules 80, 82, 83, and 86 * * * They are provisionally recognized on passing an examination held by the inspector, but for continued recognition they must also pass a special examination at the following Easter.
76. (d)	76. (d). NOTE. This rule applies to teachers appointed for the first time as principals after 1st April, 1905.
76. (e). [NEW]. Qualified <i>extern</i> teachers may be recognized in National schools with the approval of the Commissioners, to give instruction in certain subjects of the programme in which the ordinary teachers are not qualified.	



*Rules and Regulations.*

Rules in the Code of 1903 which are modified in the Code for 1906-7.

New, or modified, Rules in the Code of 1906-7.

80.

Average Daily Attendance.	Assistants in addition to a Principal.
50 but under 95	1
95 " " 140	2
" " " "	"

(80) (a). In a mixed school under a master, when the attendance warrants it, an assistant mistress should be appointed unless a manual instructress is already recognized in the school.

(80) (c). It is desirable that the teachers of mixed schools, at which the average attendance of pupils is less than thirty-five, should be women.

80 (b). In a mixed school under a master, when the average attendance does not warrant the recognition of an assistant mistress, a manual instructress may be recognized to give instruction in needlework, kindergarten, hand-and-eye training, object lessons, and the ordinary work of the junior standards.

86 (d). In order to assist in teaching junior standards in boys' schools, when the average attendance warrants the employment of an assistant, a mistress may be appointed.

89 (a). The attendance of teachers at public meetings or meetings held for political purposes, \* \* \*

89 (b). \* \* \* employment, by the sheriff \* \* \*

92 (d). Should the illness necessitate a longer absence from duty than one month \* \* \*

92 (j). In no case can continuous absence owing to illness be sanctioned for a longer period than six months, including vacations.

80.

Average Daily Attendance.	Assistants in addition to a Principal.
35 but under 50	1 (A Junior Assistant Mistress.)
50 " 95	1
95 " " 140	2
" " " "	"

(80) (a). In a mixed school under a master, when the average attendance is at least fifty, an assistant mistress should be appointed unless a junior assistant mistress is already recognized in the school.

(80) (b). It is desirable that the teachers of mixed schools, at which the average attendance of pupils is less than thirty-five should be women, but when a master is recognized as principal of one of these schools, a junior assistant mistress may also be recognized, and paid under the provisions of rule 114 (b).

70 (c). Junior assistant mistresses are recognized \* \* \* to give instruction in kindergarten, hand-and-eye training, object lessons, needlework (to girls), and the ordinary work of the junior standards.

Omitted. [See rule 127 (b).]

89 (a). The attendance of teachers at meetings held for political purposes \* \* \*

89 (b). \* \* \* employment by the sheriff or returning officer \* \* \*

(92 d). Should the teacher be absent from duty, through illness, for longer than a month in any calendar year \* \* \*

92 (f). Absence owing to illness cannot be sanctioned for more than six months continuously, including vacations, or for more than six months in any calendar year.

*Rules and Regulations.*

Rules in the Code of 1905 which are modified in the Code for 1905-7.	New, or modified, Rules in the Code of 1905-7.
94. I.	94. II.
94. II.	94. III.
<p>94. III. To avoid fairs, markets, and meetings—but above all political meetings of every kind; to abstain from controversy; to be imbued with a spirit of obedience to the law and loyalty to the Sovereign; and to do nothing either in or out of the school which might have a tendency to confuse it to any denomination of children.</p>	<p>94. I. To act in a spirit of obedience to the law and of loyalty to the Sovereign.</p>
<p>109 (c). Assistant teachers who have been trained in a recognised Training College rank * * *</p>	<p>109 (c). Assistant teachers who have been trained in a recognised Training College rank, from the 1st April immediately preceding the date of the termination of their training course * * * *</p>
<p>114. The manual instructresses are paid at the rate of £24 per annum for each quarter in which the average attendance of girls is twenty or over. If the average attendance of girls is less than twenty for any quarter, manual instructresses are paid for that quarter * * * *</p>	<p>114 (a). In all schools having an average attendance of at least thirty-five pupils junior assistant mistresses are paid at the rate of £24 per annum. (b). In the case of a mixed school under a master where the average attendance is under thirty-five, full payment is made only for each quarter in which the average attendance of girls is at least twenty. If the average attendance of girls is less than twenty for any quarter the junior assistant mistress is paid for that quarter * * * *</p>
<p>119. * * * * * Cookery (for girls), kindergarten (for infants).</p>	<p>119. * * * * * Cookery (for girls), laundry work (for girls), kindergarten (for infants), hygiene and temperance.</p>
120.	119 (d).
121.	<p>120. New rule regarding instruction in cookery and laundry-work.</p>
	<p>121. * * * * * Efficient teaching of the bi-lingual programme is favourably considered in connexion with the increments and promotions of the teachers.</p>

## Rules and Regulations.

Rules in the Code of 1906 which are modified in the Code for 1908-7.	New, or modified, Rules in the Code of 1908-7.
122. NOTE.	122. NOTE.
See the memorandum issued to the managers and teachers in March, 1904.	Omitted.
123. (Rules relating to payments for Extra or Optional branches.) Omitted.	<p>123 (a). [NEW]. <i>If the circumstances of a school render it desirable that instruction should be given in any branch hitherto regarded as an extra subject, provision should be made whereby the subject may form part of the curriculum of the school. No additional remuneration (except for Irish) can, however, be given in such cases, but the increments of salaries and the promotion of the teachers to the higher grades depend in a large measure on the successful teaching of such branches.</i></p> <p>(b). <i>In exceptional circumstances the Commissioners accept other approved subjects in lieu of these.</i></p> <p>(c). <i>A course of mathematics is regarded as indispensable in all boys' schools (or in mixed schools under a master) with two or more teachers, and no such school can in future be regarded as doing really satisfactory work unless one or more of the mathematical subjects is efficiently taught.</i></p>
127 (b). Boys under eight years of age are ineligible for enrolment in a boys' school where there is not an assistant mistress, unless there is no suitable school under a mistress available in the locality.	<p>127 (b). Boys under seven years of age are ineligible for enrolment in a boys' school where there is not a mistress unless</p> <p>(1). there is no suitable* school under a mistress available in the locality, or</p> <p>(2). <i>the probable effect of this rule will be the loss of an assistant teacher to the school.</i></p> <p><i>On the occurrence of a vacancy for an assistant a mistress should be appointed; otherwise no further exception as regards the prohibition of the enrolment of boys under seven years of age can be granted.</i></p>

\* A "suitable school," should be taken as meaning a school in which there is adequate accommodation of a satisfactory kind, in which the teaching of infants is efficient, and in which the teaching staff is of the same religious denomination as in the neighbouring boys school.

## Rules and Regulations.

Rules in the Code of 1905 which are modified in the Code for 1906-7.	New, or modified, Rules in the Code of 1906-7.																																
<p>127 (c). Except in the case of monitors * * * *</p>	<p>127 (c). Except in the case of monitors or pupil teachers * * *</p>																																
<p>127 (d). * * * age of a pupil, the decision of the inspector is final.</p>	<p>127 (d). * * * age of a pupil, a registrar's or a baptismal certificate should be produced, otherwise the decision of the inspector is final.</p>																																
<p>128 (e). * * * cookery, laundry work and wood-work * *</p>	<p>128 (c). * * * cookery, laundry work, domestic economy and wood-work * * * *</p>																																
<p>133 (a)</p> <p>1. * * the monitor must not be employed in teaching for more than two hours in each day.</p> <p>2. * * must be carefully instructed along with the pupils of the school * * *</p> <p>3. * * in each day on not less than five days of the week, or for half an hour a day on five days, and two hours on Saturdays.</p> <p>(b). * * specially fixed centres</p>	<p>133 (a).</p> <p>1. * * the monitor must not be employed in teaching for more than two hours in each day during his period of service except in his final year, when he may be employed for three hours in each day.</p> <p>2. * * must be carefully instructed along with the pupils of the school or allowed to study by himself under the teachers' supervision * * *</p> <p>3. * * in each school day of the week, or for half an hour in each school day, and two hours on Saturday</p> <p>(b). * * specially fixed centres or at Intermediate schools. Such instruction may be given in different subjects by different teachers, and should not be for less time than one hour a day.</p>																																
<p>135.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Average Attendance.</th> <th style="text-align: left;">Monitors.</th> </tr> </thead> <tbody> <tr> <td>50 but under 95</td> <td>1</td> </tr> <tr> <td>95 " 140</td> <td>2</td> </tr> <tr> <td>140 " 185</td> <td>3</td> </tr> <tr> <td>185 " 230</td> <td>4</td> </tr> <tr> <td>230 " 275</td> <td>5</td> </tr> <tr> <td>275 " 320</td> <td>6</td> </tr> <tr> <td>320 " 365</td> <td>7</td> </tr> </tbody> </table> <p style="text-align: center;">and so forth.</p>	Average Attendance.	Monitors.	50 but under 95	1	95 " 140	2	140 " 185	3	185 " 230	4	230 " 275	5	275 " 320	6	320 " 365	7	<p>135.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Average Attendance.</th> <th style="text-align: left;">Monitors.</th> </tr> </thead> <tbody> <tr> <td>50 but under 85</td> <td>1</td> </tr> <tr> <td>85 " 130</td> <td>2</td> </tr> <tr> <td>130 " 175</td> <td>3</td> </tr> <tr> <td>175 " 220</td> <td>4</td> </tr> <tr> <td>220 " 265</td> <td>5</td> </tr> <tr> <td>265 " 310</td> <td>6</td> </tr> <tr> <td>310 " 365</td> <td>7</td> </tr> </tbody> </table> <p style="text-align: center;">and so forth.</p>	Average Attendance.	Monitors.	50 but under 85	1	85 " 130	2	130 " 175	3	175 " 220	4	220 " 265	5	265 " 310	6	310 " 365	7
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*Rules and Regulations.*

Rules in the Code of 1905 which are modified in the Code for 1906-7.	New, or modified, Rules in the Code of 1906-7.
136 (2).	136 (2) (d). [N&W]. <i>Her extra instruction is given at a special centre [rule 133 (b)].</i>
139. The candidates for mentorship must be not less than fourteen and not more than sixteen years of age on the 1st July, and they must answer satisfactorily in the sixth or higher standard in which they are presented. (See, however, rule 142).	139. The candidates for mentorship must be not less than fifteen and not more than seventeen years of age on the 1st July, and they must answer satisfactorily in the prescribed programme. Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors without undergoing further examination, except in reading, needlework (for girls), and in any ordinary school subject in which the candidate did not pass at the Intermediate examination, should the Commissioners require it.
142. Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors for a period of service of three years without undergoing further examination. Candidates for mentorship under this rule must be not less than fifteen and not more than seventeen years of age on the 1st July.	142. The Commissioners may appoint monitors under the former regulations in case sufficient candidates do not qualify under the new rules. The limits of age for such candidates are fourteen and sixteen, and the full period of service and training is five years.
141. The full period of service and training of monitors is five years.	141. The full period of service and training of monitors is three years.
143 (b). The annual examinations of the monitors in the prescribed courses for their first, second, third, and fourth years of service, are held in their schools, * * *	143 (b). The annual examinations of the monitors in the prescribed courses, are held in their schools except in the final year, * * *
144 (a). The final examination of monitors of the fifth year * * *	144 (a). The examination of monitors of the final year * * *
144 (b). The monitors are awarded annually service marks * * * examination held in the fifth year.	144 (b). The monitors are annually awarded service marks * * * examination held in the final year.

## Rules and Regulations.

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147 (a). * * * due to exceptional causes. * * * *	147 (a). * * * due to exceptional causes. <i>The Commissioners may sanction the transfer of the monitor in such a case to another school.</i> * *																														
150 (a). The following is the scale of salaries for <i>ordinary</i> monitors:—	150 (a). The following is the scale of salaries for monitors:—																														
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(b). The salaries of monitors appointed under rule 142 are the same as those for <i>ordinary</i> monitors in their <i>third, fourth, and fifth years.</i>	(b). For monitors appointed under the former regulations the scale is as follows:—																														
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151. The same regulations * * * apply to monitors in Model schools as to those in ordinary schools.	NOTE on p. 30. The same regulations * * * * apply to monitors and pupil teachers in model schools as to those in ordinary schools. <i>Pupil teachers in model schools may be appointed under the former regulations in the year 1906, but not subsequently.</i>																														
152. } 153. } Rules relating to pupil 154. } teachers in Model schools— 155. } omitted from 1906-7 code. 156. }	151. ) 152. ) 153. ) New rules as to pupil 154. ) teachers in all schools. 155. ) 156. ) 157. )																														
157.	Schedule VIII., p. 62.																														
158. * * * a National school	158. * * * a National school or schools																														

*Rules and Regulations.*

Rules in the Code of 1905 which are modified in the Code for 1906-7.	New, or modified, Rules in the Code of 1906-7.
163 (b). * * * date of the examination, or are (2) in their first or second year's course as pupil teachers, or in their fifth year's course as monitors.	163 (b). * * * date of the examination, or are in their first year as pupil teachers or monitors.
177. <i>The pupil teachers and teachers trained</i> * * *	177 and <i>Norm. Teachers trained</i> * *
The repayments must be made in accordance with the <i>Treasury rules, which is as follows</i> :—	The repayments must be made in accordance with a <i>scale sanctioned by the Treasury.</i>
(a.) <i>Pupil teachers, or those who have been so, for each £26 will have to pay £8 13s. 4d., or a less sum in proportion.</i> (b) <i>Persons admitted as King's scholars to a Training College will have to repay the amount expended by the State upon their training.</i> (c) <i>The sums to be severally reducible by one-thirtieth for each year served, after the end of the training, in elementary schools for the poor.</i> "	Persons admitted as King's scholars to a Training College are required to repay the amount expended by the State upon their training. The sum is reducible by one-thirtieth for each year served, after the end of the training in elementary schools for the poor.
179.	179 (d). [New]. In the case of the amalgamation of two or more schools under Protestant management (1) where a substantial majority of the children belong to one denomination, the principal teacher must belong to that denomination, (2) where a substantial minority of the children belong to a denomination different from that of the principal teacher, an assistant teacher of the denomination of such minority must be appointed if the average attendance permits. (N.B.—The majority is determined by the average attendance of the preceding three years).
	(e). [New]. In the case of the amalgamation of two or more schools under Protestant management, it is desirable that the managers of the schools so united shall constitute a committee, with power to appoint a local correspondent.
180 * * * * certain subjects.	180. * * * * certain subjects of the programme.

*Rules and Regulations.*

Rules in the Code of 1905 which are modified in the Code for 1906-7.	New, or modified, Rules in the Code of 1906-7.
186. * * unless it shall be otherwise directed.	186. * * unless it shall be otherwise directed. <i>This rule does not apply to any boys' school the average attendance at which but for the operation of rule 127 (b.) would, in the opinion of the Commissioners, be over thirty.</i> [For the special regulations as to the payment of the teachers where two separate boys' and girls' schools are amalgamated see schedule III. (b.), p. 51]
200.	200. Added :—[New]. No grants may be claimed under these regulations on account of any student in respect of whom grants are claimable under the regulations of the Department of Agriculture and Technical Instruction for the administration of the Science and Art grants for schools other than day secondary schools.
202. * * * If a school meets less often * * *	202. * * * If, through exceptional causes, a school meets less often * * *
203 (b). * * * a maximum fee of 17s. 6d. or of 15s. * * * subjects specified as <i>advance courses</i> .	203 (b). * * * a fee of 17s. 6d. or of 15s. * * * subjects specified as <i>additional subjects</i> in rule 209 (a).
203 (c). * * * The higher rate is granted * * *	203 (c). * * * Payment at the rate of 17s. 6d. is granted * * *
208 (b). * * * The registers and rolls must be checked and certified in the schoolrooms, and during the time of a meeting, by the manager or by some responsible person deputed by the manager or by the committee at least once a month.	208 (b). * * * The registers and rolls must be checked and certified in the schoolroom during the time of a meeting, at least once a month, by the manager or by some suitable person deputed by the manager or by the Committee.
209. (a). Any of the subjects specified in the programme for day National schools— <i>except laundrywork and woodwork</i> —may be taught in evening schools and the following <i>advanced branches</i> :— * * * History (a period of)	209 (a). Any of the <i>elementary</i> subjects taught in all day National schools may be taught in evening schools, together with the following <i>additional subjects</i> :— * * * History of Great Britain and Ireland (a period of.)
209 (b). A schedule of the subjects	209 (b). A <i>syllabus</i> of the subjects
	214. (New regulations for the award of book prizes for proficiency in Irish).

NOTE.—For new rules making special provision for instruction in Irish in Schools and Training Colleges, see p. 127.



*Rules and Regulations.*

Correspondents are requested to attend to the following directions, viz. :—

- (a.) To write at the head of any letter addressed to the Office, the name and roll number of the school referred to, its circuit, and the county in which it is situated.
- (b.) To make communications on different subjects in separate letters.
- (c.) To state in every case the writer's post town; and, in the case of persons whose names are not recorded as patrons or managers of schools, to give the name and address in full.
- (d.) In replying to an official letter, to quote its number and date.
- (e.) It is particularly requested that all letters may be written clearly, and on paper of foolscap size, or, at least, on large sized letter paper.
- (f.) Letters or other communications addressed to the Secretaries, on the business of the Commissioners, need not be prepaid.
- (g.) All letters and other communications, in any manner relating to the business of the Commissioners, or to the National schools, should be addressed to the Secretaries, and not to any other officer or person connected with the Commissioners. Such communications should be directed thus :—

*The Secretaries,*

*Office of National Education,*

*Marlborough-street,*

*Dublin.*

*Rules and Regulations*

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RULES AND REGULATIONS  
OF THE  
COMMISSIONERS OF NATIONAL EDUCATION IN  
IRELAND.

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CHAPTER I.

FUNDAMENTAL PRINCIPLES OF THE SYSTEM OF  
NATIONAL EDUCATION.

1. The object of the system of National Education is to afford combined literary and moral, and separate religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of His Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners themselves, or their officers, must be allowed to visit and examine the schools whenever they think fit.

4. The Commissioners do not change any fundamental rule without the express permission of His Excellency the Lord Lieutenant.

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CHAPTER II.

GENERAL RULES OF THE SYSTEM.

5. The schools aided by the Commissioners are divided into two classes, viz. :—

1st. vested schools, including :—

(a.) those vested in the Commissioners; and

(b.) those vested in trustees, under deeds to which the Commissioners are a party, for the purpose of being maintained as National Schools;

2nd. non-vested schools, which include all other National schools.

Use of  
School-houses.

6. Vested school-houses must be used exclusively for the education of the pupils attending them, unless with the special approval of the Commissioners; but, on Sundays, they may be employed for Sunday schools, with the sanction of the patrons or local managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

7. In ordinary cases, no control is exercised by the Commissioners over the use of non-vested school-houses on Sundays, or before or after the school hours on the other days of the week, the control over such use being left to the patrons or local managers, subject to the limitations of rule 8, and to the interference of the Commissioners in cases leading to contention or abuse.

8. No political meetings can be held in school-houses, whether vested or non-vested; nor can any political business whatsoever be transacted therein. School-houses may, by Act of Parliament, be used as polling booths for the election of members of Parliament, and for elections under the Local Government (Ireland) Act, 1898, on the requisition of the sheriff or returning officer. The Commissioners do not sanction the use of school-houses for meetings called to support or discuss the claims of candidates for the office of district or county councillor under the Local Government (Ireland) Act, 1898.

Visitors.

9. Visitors of all denominations have free access to the school-rooms during the hours devoted to secular instruction, and have full liberty to examine the religious instruction certificate book, daily report book, and rolls (but they are not permitted to make extracts therefrom), to observe what books are in the hands of the children or upon the desks, what tablets are hung up on the walls, and what is the method of teaching. They should not, however, interrupt the business of the school by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either teachers or scholars from their usual business.

10. Should any visitor desire any information which may not be obtained by such an inspection, it is the duty of the teacher to refer him to the local manager of the school.

11. (a.) Every teacher is required to receive courteously visitors of all denominations, and to have lying upon his desk the school records which visitors are permitted to examine, including the daily report book, in which they may enter such remarks as they deem fit. (b.) The remarks entered by visitors in the report book must not be altered or erased; and the inspector is required to transmit to the Commissioners copies of any remarks which he may deem of sufficient importance to be made known to them.

12. Any school attendance officer appointed under the Irish Education Act, 1892, and duly authorized by his school attendance committee, must be permitted to examine at convenient times during school hours, the rolls, daily report book, and register book of any National school, and to make such extracts therefrom regarding the names, residences, and attendances of the pupils, and of the average daily attendance at the school, as he may require for the purpose of carrying out his duties under the said Act.

13. A school cannot be conducted in a place of worship; nor can the transfer of an existing school to a place of worship be sanctioned even for a temporary period.

14. When a school-room is structurally connected in any way with a place of worship, there must not be direct internal communication between the school-room and the place of worship.

15. No inscription can be sanctioned which contains the name of any religious denomination or which appears to imply that the school is conducted for the exclusive benefit of the children of any particular religious denomination.

16. No emblems or symbols of a denominational nature can be exhibited in the school-room during the hours of united instruction; nor can aid be granted to any school which exhibits on the exterior of the buildings any such emblems. Emblems or Symbols

17. No emblems or symbols of a political nature can at any time be exhibited in the school-room or affixed to the exterior of the buildings; nor may any placards whatsoever, except such as refer to the legitimate business of the school, be affixed thereto.

18. No school can be conducted as for a select class of children, and in no school can any children be kept apart from the ordinary pupils on the ground of the payment of school fees (where chargeable), or of the social position of their parents, as the Commissioners regard any such separation of one class of pupils from the rest of the pupils as inconsistent with the spirit of National Education.

19. The principles of the following lesson, or of a lesson of a similar import (if approved by the Commissioners), should be strictly inculcated, during the time of united instruction, and a copy of the lesson itself should be hung up in each school.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded His disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for His murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend His religion to be forced on men by violent means. He would not allow His disciples to fight for Him.

If any persons treat us unkindly, we must not do the same to them; for Christ and His apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when He was reviled, reviled not again. (1 Pet. ch. ii., v. 23).

## CHAPTER III.

## RELIGIOUS INSTRUCTION.

20. Opportunities must be afforded to the pupils of all schools for receiving such religious instruction as their parents or guardians approve.

21. Religious instruction must be so arranged (a.) that each school shall be open to children of all communions for combined literary and moral instruction; (b.) that, in respect of religious instruction, due regard shall be had to parental right and authority; and, accordingly, that no child shall receive, or be present at, any religious instruction which his parents or guardians disapprove; and (c.) that the time for giving religious instruction shall be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords.

22. A public notification of the times for religious instruction must be inserted in large letters in the time table, and it is recommended that, as far as may be practicable, the general nature of the religious instruction shall be also stated therein. No other notification of the time and nature of the religious instruction may be exhibited in the school during the time set apart for literary instruction.

23. When the secular precedes the religious instruction, the teacher is required, before the commencement of the latter, to announce distinctly to the pupils that the time for religious instruction has arrived, and to put up, and keep up, during the period allotted for such religious instruction, and within the view of all the pupils, a notification thereof containing the words "Religious Instruction," printed in large characters, on the form supplied by the Commissioners. Similarly when the school commences with religious instruction, the teacher must put up and keep up the same notification.

24. When the secular precedes the religious instruction, there must be a sufficient interval between the announcement of the religious instruction and its commencement, and whether the religious or the secular instruction shall have precedence, the books used for the instruction which is first in order must at its termination be laid aside in the press or other place appropriated for keeping the school books.

25. In vested schools such pastors or other persons as shall be approved by the parents or guardians of the children, must have access to them in the school-room, for the purpose of giving them religious instruction there. The times appointed for such instruction should not interfere unduly with the other arrangements of the school.

26. In non-vested schools, the patrons or local managers determine whether any, and if any, what religious instruction shall be given in the school-room; but if they do not permit it to be given in the school-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the school, at reasonable times, for the purpose of receiving religious instruction elsewhere. In the case of the amalgamation of two or more schools under Protestant management, the schools so united come under rule 25, whether vested or non-vested.

27. (a.) The patrons and managers of all National schools have the right to permit the Holy Scriptures, either in the "Authorized" or "Douay" Version, to be read at the time or times set apart for religious instruction; (b.) and in all vested schools the parents or guardians of the children have the right to require the patrons and local managers to afford opportunities for the reading of the Holy Scriptures, in the school-rooms, under proper persons approved by the parents or guardians for that purpose.

The Holy Scriptures.

28. The reading of the Holy Scriptures, either in the "Authorized" or in the "Douay" Version, the teaching of catechisms, public prayer, and all other religious exercises, come within the rules as to religious instruction.

29. (a.) Religious instruction, prayer, or other religious exercises may take place before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); and may take place at one intermediate time between the commencement and the close of the ordinary school business. (b.) No arrangement, however, can be sanctioned for religious instruction, prayer, or other religious exercises at an intermediate time in cases where it shall appear that such arrangement will interfere with the usefulness of the school by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any inconvenience.

(c.) The secular school business must not be interrupted or suspended by any spiritual exercise whatsoever, except as provided for above.

(d.) The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary school business; and (e) they further recommend that, whenever the patron or local manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these rules, should not be present therat.

30. The religious instruction of the children given in the school-room is under the control of the clergyman or lay person communicating it with the approbation of their parents. No liberty is given to any visitor, whether clergyman or other person, to interfere therewith, or to be present therat.

31. No secular instruction, literary or industrial, can be carried on in the same apartment, during school-hours, simultaneously with religious instruction.

32. In the Model schools the Commissioners afford the necessary opportunities for giving religious instruction to the pupils by such pastors or other persons as are approved by their parents or guardians, and in separate apartments allotted for the purpose.

33. The religious denomination of each child attending the school must be entered in the register and roll-book supplied by the Commissioners.

34. The religious denomination should be ascertained from the parent (the father, if possible) or the guardian of the pupil, and should be entered in the register according to his wish.

Conscience  
Clause.

35. (a.) No pupil who is registered by his or her parents or guardians as a Protestant can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and (b.) no pupil who is registered by his or her parents or guardians as a Roman Catholic can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. (c.) And, further, no pupil can be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object. (d.) Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the certificate book provided for that purpose in the school, this prohibition shall not apply to the time during which such religious instruction only is given.\* (e.) The parent (the father if possible) or guardian must append his name or mark to the entry in the book, and the signing of this certificate must in all cases be the spontaneous act of the parent or the guardian of the pupil. (f.) The certificate book must not be removed from the school-room, and should be submitted to the inspector whenever he visits the school.

As some doubts have arisen as to the interpretation of the rule, attention is requested to the following note:—

The object of the rule is more fully to carry out the general principles of the Commissioners, that no child should receive any religious instruction contrary to the wishes of his parent. Accordingly, the rule first provides for the case where the teacher is a Protestant and the child a Roman Catholic, or *vice versa*. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a teacher of a different creed unless the parent expressly requests it. But where the teacher and the child are both Protestants, whether of the same denomination or of different denominations, the dissent of the parent is not implied. In this case religious instruction in the Holy Scripture or in his own catechism may be given to the child unless the parent expressly forbids it. In each case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent in the certificate book of religious instruction; but no pupil should be permitted to be present whilst instruction is being given in the catechism of a different persuasion from his or her own, without the express sanction of his or her parent or guardian written on the form provided.

The following is the form of certificate book:—

Roll No., ——— School, ——— County, ———

Name of teacher who gives religious instruction, ———

Religious denomination of do., ———

\* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon be regarded as withdrawn.



## Rule 35—continued.

## CERTIFICATE OF PARENT OR GUARDIAN.

[In case a parent or guardian should wish his child to receive religious instruction from a teacher who is of a religious denomination different from that of the child, or from a teacher who gives any religious instruction different from that which is in accordance with the creed of the child, the following certificate is appointed for use by such parent or guardian.]

I, (1)——, being the (2)—— of (3)——, who is registered by me as (4)—— in the school register of the (5)—— National school, hereby certify that it is my desire that the said (6)—— shall receive instruction in (7)—— during the time set apart for religious instruction.

Signature of parent or guardian, (8)——

Witness, if signed by "mark,"——

Dated——day of——, 19——.

(1) Insert the name of the parent or guardian who makes the certificate.

(2) Insert the relationship of the parent or guardian; as—"father," "mother," "aunt," &c.

(3) Insert the name of the pupil. (4) Insert the registered religion of the pupil.

(5) Insert the name of the National school. (6) Insert the name of the pupil again.

(7) Insert in full the nature of the religious instruction, as—"The Holy Scriptures in the 'Authorized' Version—The Roman Catholic catechism—The Protestant catechism, &c., &c. This is to be written by the parent or guardian; but in case the parent or guardian cannot write, it may be written by the teacher.

(8) The parent or guardian should here inscribe his or her name. If the parent or guardian be unable to write his or her name, he or she is to sign by mark; but this mark must be witnessed by some respectable third party.

## CERTIFICATE OF TEACHER.

I hereby certify that before (1)—— signed the above certificate, I read aloud to (2)—— the following rule of the Commissioners of National Education:—

"No pupil who is registered by his or her parents or guardians as a Protestant can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by his or her parents or guardians as a Roman Catholic can be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. And further, no pupil can be permitted to remain in attendance during the time of any religious instruction to which his or her parents or guardians object.

Provided, however, that in case any parent or guardian shall express a desire that the child should receive any particular religious instruction, and shall record such desire in the certificate book provided for that purpose in the school, this prohibition shall not apply to the time during which such religious instruction only is given."

The parent (the father, if possible) or guardian must append his name or mark to the entry in the book, and the signing of this certificate must in all cases be the spontaneous act of the parent or the guardian of the pupil. The certificate book must not be removed from the schoolroom, and should be submitted to the Inspector whenever he visits the school."

And I further certify that I believe when the said (3)—— signed the above certificate (4)—— had a full apprehension of the meaning and force of the rule, and also of the true intent and object of the certificate.

Signature of Teacher. ——

Dated——day of——, 19——.

(1) Insert the name of the parent or guardian. (2) Insert "him" or "her."

(3) Insert the name of the parent or guardian. (4) Insert "he" or "she."

\* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon be regarded as withdrawn.

Rule 35—*continued*.

## CERTIFICATE OF INSPECTOR.

I hereby certify that I have examined the certificate of (1) ——— and also of the teacher (2) ——— above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector, ———

Dated — day of ———, 19——.

(1) Insert the name of the parent or guardian. (2) Insert the name of the teacher.

36. If any books other than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each should be made known to the Commissioners whenever they deem it necessary.

37. The use of the tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

## CHAPTER IV.

## PATRONAGE AND MANAGEMENT OF NATIONAL SCHOOLS.

38. The government of the schools is vested in patrons or local managers.

Patrons.

39. The person who applies in the first instance to place the school in connexion with the Commissioners is recognized as patron, unless it is otherwise specified in the application.

40. (a.) The patron may manage the school himself, subject to the regulations of the Commissioners, or may nominate any suitable person to act as local manager of the school.

(b.) The patron may, at any time, resume the direct management of the school, or appoint another local manager.

(c.) The local manager possesses all the powers of the patron, except that of appointing a manager.

Managers.

(d.) The local manager is the person who is charged with the direct government of the school, the appointment of the teachers, subject to the approval of the Commissioners as to character and general qualifications, and their removal, and the conducting of the necessary correspondence with the Commissioners.

(e.) A person, to be eligible for the position of local manager of a school, must be either a clergyman or other person of good position in society, must reside within a convenient distance from the school, and must undertake to visit the school frequently, and to check and certify the correctness of the school returns furnished to the Office of National Education.

(f.) Before finally sanctioning the appointment of any person as manager for the first time, the Commissioners require from him an undertaking in writing to have their rules and regulations complied with.

41. When a school is under the control of a school committee,\* the school committee is the patron.

42. When a school is vested in trustees, the trustees are recognized as the patron.

43. When a school is vested in the Commissioners, the name of the patron or patrons is inserted in the lease.

44. (a.) If a patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Commissioners. (b.) If the patron refuses or neglects to exercise his power, the selection of a patron is made by the Commissioners.

45. In all cases the Commissioners reserve to themselves the power of determining whether the patron, or the person nominated by him, either as his successor, or as local manager, may be recognized by them as a fit person to exercise the trust.

46. (a.) The Commissioners reserve to themselves the power of withdrawing the recognition of a patron or of a local manager if he shall fail to observe their rules, or if it shall appear to them that the educational interests of the district require it. (b.) Such recognition cannot, however, be withdrawn without an investigation into the above matters held after due notice to the patron or local manager, and to all parties concerned.

47. (a.) In the case of a vacancy in the patronship by death, the representative of a lay patron, or the successor of a clerical patron, is recognized by the Commissioners (where no valid objection exists) as the person to succeed to the patronship of the school. (b.) If such representative, or clerical successor, refuses to accept, or is ineligible for the office of patron, the selection of a patron is made by the Commissioners.

48. When a school is under the patronage of joint patrons, of trustees, or of a committee, a local manager should be appointed by them.

49. † The manager must enter into an agreement with the teacher in one of the forms provided by the Commissioners,‡ specifying the duties and emoluments of the teacher, and containing a proviso that the engagement is terminable on three months' notice given either by the manager, or by the teacher, but preserving to the manager the power of summary dismissal, subject to the following condition:—

Agreements  
with Teacher.

“In any case of summary dismissal the teacher is entitled to three months' grade salary,§ to be paid by the manager personally; but if such dismissal is for sufficient cause, the teacher is not entitled to any compensation.”

\* “School committees” are distinct from “school attendance committees” under the Irish Education Act, 1892. See rule 179 (e) as to a school committee in the case of the amalgamation of schools under Protestant management.

† Rule 49 does not apply to temporary teachers, industrial teachers, or teachers not receiving salary directly from the Commissioners.

‡ There are four forms of agreement, any of which may be used at the option of managers and teachers. For the forms of agreement, see schedule VII., p. 57.

§ In the case of agreements entered into with junior assistant mistresses, or other teachers not in receipt of grade salaries, the word “grade” should be omitted.

50. The Commissioners are the patron and manager of the Model schools, and they appoint, transfer, and dismiss the teachers and other officers; regulate the course of instruction; and exercise the other powers of management through their inspectors.

51. For appointments of principals or assistants in Model schools candidates are invited by advertisement to submit their names—with statements of their qualifications—and a selection is made from such candidates after an examination of the reports of the inspectors and of other official documents.

52. (a.) The managers are required to notify without delay all changes of teachers to the Office of National Education, and to the inspector, and (b.) as a rule, no newly-appointed teacher is recognized in a school until the Commissioners are satisfied that the requirements of rule 49 have been complied with.

(c.) The appointment of teachers should be made from the first day of a quarter, and the managers are requested to discourage changes in the teaching staff except at the end of a quarter.

*Vacation.*

53. (a.) The managers may close their schools for the recognized vacations notified on the time-table. A period of eight weeks (forty school days) is the maximum vacation that can be taken in any year.

(b.) Should a manager close his school on any other school days, the Commissioners may refuse payment of salary for these days, unless they are satisfied that the school was closed for a reasonable cause. (See rules 92 and 129).

54. (a.) The managers should visit their schools frequently, and see that the rules of the Commissioners and the provisions of the time-table are adhered to, and that the attendance of pupils, receipt of school fees (where chargeable), &c., are accurately recorded, and should also make arrangements for holding periodic examinations, which may be conducted by the teachers of the school or other competent persons. (b.) It is open to the managers to furnish the Commissioners yearly with a confidential report on each school under their jurisdiction.

55. The Commissioners earnestly recommend to the attention of the managers the desirability

(a.) of making every school comfortable by being properly furnished, lighted, and ventilated, and duly heated in winter;

(b.) of providing a small library for each school, and a small museum of natural objects, furnished, as far as possible, by the pupils themselves;

(c.) of having a lavatory, and facilities for washing the hands and face, combing the hair, &c., wherever possible, but especially in schools situated in the poorer localities of the country;

(d.) of stimulating the school children to greater industry by a system of school prizes to be distributed, not only for literary attainments, but for regularity of attendance, personal tidiness, good conduct, and politeness.

56. The managers are required to comply with the regulations in schedule III., p. 51, respecting the payment of salaries, &c., to teachers.

## CHAPTER V.

## DIFFERENT KINDS OF SCHOOLS.

*Ordinary National Schools.*

57. The ordinary schools, whether vested or non-vested, are under local management, and are taught by lay\* teachers approved by the Commissioners.

*Model Schools.*

58. The Model schools are conducted on the same fundamental principles as the ordinary National schools. They are of three classes:—viz. :—(a.) the central and other metropolitan Model schools, (b.) the district Model schools, and (c.) the minor Model schools. They have been built out of the funds placed by Parliament at the disposal of the Commissioners, and are under their exclusive control.

59. The chief objects of the Model schools are to promote united education, to exhibit to the surrounding schools the most improved methods of literary and scientific instruction, and to educate candidates for the office of teacher.

60. Except in the case of the Model schools in the central establishment in Marlborough-street, residence, fuel, and light are provided, or, in lieu thereof, in some instances allowances for house-rent, &c., are made to the head masters.

61. The central Model schools in Marlborough-street consist of three distinct departments, each under its own special organization, subject to such adjustments in respect of the staffs and pupils as the Commissioners may from time to time direct, and are designed to exhibit the most approved methods of conducting National schools, and to afford the King's scholars in training in the Commissioners' Training college an opportunity of practising the art of teaching daily under the professors of the Training college, and the teachers of the Model schools.

*Convent and Monastery National Schools.*

62. Convent and Monastery National schools, whether vested or non-vested, are regulated by the same rules as ordinary National schools, save so far as these rules are modified by the special rules relating to the qualifications and payment of teachers of Convent and Monastery National schools.

*Workhouse and Fishery National Schools.*

63. Workhouse schools and Fishery schools are recognized, and grants of books and requisites (only) are made to them, on condition that they shall be subject to inspection by the Commissioners or their officers, and that the fundamental rules of the Commissioners of National Education are faithfully observed in these schools.

\* In elementary evening schools the teachers may be either lay or clerical. See rule 205 (b).

## CHAPTER VI.

## INSPECTION OF NATIONAL SCHOOLS.

64. As the Commissioners do not undertake the direct control or regulation of any school, except their own Model schools, but leave all schools aided by them under the authority of the local managers, the inspectors may not give direct orders, as on the part of the Commissioners respecting any necessary regulations, but they should point out such regulations to the local managers of the schools.

65. As a general rule, every school should be visited by the inspectors three times in each year.

66. After each visit the inspectors should communicate with the local manager with reference to the general condition of the school, and they should make such suggestions as they deem necessary.

67. The inspectors should hold annually a formal inspection of schools whose work cannot be regarded as satisfactory, and they may hold a formal inspection of any school when such a test is thought desirable.

68. A formal inspection need not be held annually in the case of highly efficient schools or in the case of schools where the work, though not highly efficient, may be regarded as satisfactory.

69. The inspectors should not give any intimation of their intended visits, except when they propose to hold a formal inspection.

70. The inspectors should report to the Commissioners the result of each visit, and should furnish accurate information as to the observance of the Commissioners' rules, the sanitary condition of the school-room and premises, the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the school.

71. When applications for aid to establish schools are referred to the inspectors, they should have an interview with the applicants; and should also communicate personally, or by writing, with the clergymen of the different denominations, and, when necessary, with other influential persons in the neighbourhood, with the view of ascertaining their opinions, and whether they have any, and, if so, what objections to the application.

72. The inspectors should also supply the Commissioners with such local information as they may from time to time require, and should act as their agents in all matters in which they may be employed; but they are not invested with authority to decide upon any question affecting either a National school, or the general business of the Commissioners.

## CHAPTER VII.

## THE TEACHING STAFFS OF NATIONAL SCHOOLS.

73. The teachers recognized in National schools are principal teachers, assistant teachers, junior assistant mistresses, junior literary assistants, industrial teachers, workmistresses,\* and qualified extern teachers.

74. No clergyman of any denomination can be recognized as the teacher of a day National school.

75. (a.) A roll or register of National teachers is kept in the Office of National Education. This roll shows the grade, classification, qualifications, position in school, service, promotions, depressions, &c., of each teacher.

(b.) Teachers of exceptional ability and qualifications are eligible for appointment as sub-inspectors of National schools.

76. (a.) The following are eligible for appointment as principal teachers †:—

- (1) ex-King's scholars who have been awarded the diploma;
- (2) persons already recognized as principal teachers;
- (3) fully certificated teachers under the English or Scotch Education Department.

(b.) The following are eligible for appointment as assistant teachers‡:

- (1) persons eligible for appointment as principal teachers;
- (2) persons who have been trained in recognized Training colleges;
- (3) monitors and pupil-teachers on completing their period of service and passing the King's scholarship examination;
- (4) graduates of a university on passing the test in practical teaching and such other subjects of the King's scholarship examination as are not covered by their university degrees;
- (5) junior assistant mistresses on passing the King's scholarship examination, provided (a) that they have given three years' service as manual instructresses or junior assistant mistresses, (b) that during that time their work has been very favourably reported upon by the inspector, and (c) that they have satisfied the inspector as to their skill and capacity in the practice of teaching.

(c.) Junior assistant mistresses are recognized in all schools, under the conditions as to average attendance laid down in rules 80, 82, 83,

\*.No new appointments of workmistresses, industrial teachers, or junior literary assistants are made. For the special regulations with regard to these classes of teachers see schedule II., p. 50.

† The teachers hitherto known as manual instructresses are now recognized as junior assistant mistresses.

‡ All candidates for positions as principals or assistants in infants' schools must be fully qualified in kindergarten. In the case of new appointments to schools in Irish-speaking districts, teachers are required to have an oral knowledge of Irish.

Rule 76—*continued*.

and 86, to give instruction in kindergarten, hand and eye training, object lessons, needlework (to girls), and the ordinary work of the junior standards. They are provisionally recognized on passing an examination held by the inspector, but for continued recognition they must also pass a special examination at the following Easter. (For the programme see page 111).

(d.) Ex-King's scholars who have completed their course of training may be recognized provisionally as principal teachers, but if they fail to obtain their diplomas within the limit of five years, prescribed in rule 172, they cannot, as a rule, be recognized any longer as principal teachers.\*

(e.) Qualified extern teachers may be recognized in National schools, with the approval of the Commissioners, to give instruction in certain subjects of the programme in which the ordinary teachers are not qualified.

77. Candidate teachers must furnish satisfactory evidence of age, and a medical certificate that they are of a sound and healthy constitution, and free from any physical or mental defect likely to impair their usefulness as teachers.

78. (a.) All teachers must, on first appointment, be over 18 and under 35 years of age.

(b.) Teachers who have been continuously employed under educational authorities from the age of 35 years or under, may be admitted up to 45 years of age.

(c.) Such exceptions to the maximum age of 35 years will cease to be made if, at any time, the Lords Commissioners of His Majesty's Treasury give notice in writing to the Commissioners that the number of such exceptional admissions is becoming so great as to interfere with the calculations on which the solvency of the pension scheme under the "National School Teachers' (Ireland) Act, 1879," rests.

(d.) Teachers who interrupt their service and resume it after a period not exceeding 10 years, are not subject to disqualification on account of age at the date of resumption.

(e.) In the case of teachers whose service in National schools has been interrupted for a considerable time, the Commissioners determine whether they shall be recognized if re-appointed, and, if recognized, the rates of their incomes.

(f.) If the interruption has lasted upwards of ten years, they must qualify as teachers seeking first appointments under subhead (b).

(g.) Teachers who have received a retiring gratuity or a pension cannot be re-admitted to the service of the Commissioners.

*Locum tenens*.

79. A teacher qualified under rule 76 may be recognized as *locum tenens* for a period not exceeding three months pending the appointment of a permanent teacher, and may be paid for service at the rate of third grade salary or capitation salary as the case may be.

\* This rule applies to teachers appointed for the first time as principals after 1st April, 1905.



80. The maximum staff of assistants which can be recognized in a school is set forth in the following scale :—

Average Daily Attendance.	Assistant in addition to a Principal.
35 but under 50	1 (a junior asst. mistress).
50 " 95	1
95 " 140	2
140 " 185	3
185 " 230	4
230 " 275	5
275 " 320	6
and so forth.	

81. In the Model schools the ratio between the staffs and the attendance of scholars is determinable by the Commissioners, who adjust, from time to time, the teaching staffs to the attendance of pupils as the circumstances of the Model schools seem to them to demand.

82. (a.) If a new assistant is appointed during the calendar year following a year of sufficient average attendance, he may be recognized from the date of commencing service, should the average attendance for the quarter in which he is appointed prove sufficient.

(b.) If a new assistant is appointed during the calendar year following a year of insufficient average attendance, he may be recognized from the date of commencing service, should the average for the calendar year and for the quarter in which he is appointed prove sufficient.

The provisions of this rule are not strictly enforced in the case of schools recently recognized.

83. (a.) The grant for an assistant teacher is not withdrawn until the end of two consecutive quarters of insufficient average attendance.

(b.) If the Commissioners are satisfied that the insufficiency of the average attendance has been due to epidemic disease or other exceptional cause, they may continue the grant for an additional period of insufficient attendance, which must not exceed two consecutive quarters.

(c.) The exceptional causes should be clearly stated in the manager's return for the second quarter of insufficient average attendance, and the claim for the continuance of aid should be sustained by medical or other certificates.

(d.) Assistants from whom salary has been withdrawn, on account of the insufficiency of the average attendance, cannot be again recognized except on the conditions laid down in rule 82.

Temporary  
Assistant.

84. In a rural school which maintains a sufficient average attendance only during some months of the year, a manager may appoint, with the sanction of the Commissioners, a person qualified under rule 76 to act as "temporary assistant," who is paid third grade salary for these months.

Teachers of  
Mixed Schools.

85. In mixed schools, i.e., schools in which boys and girls are taught in the same rooms, the principal teacher, subject to the approval of the Commissioners, may be either a master or mistress, as the circumstances of the school may require. The sanction of the Commissioners should be obtained for the substitution of a master for a mistress, or *vice versa*.

86. (a.) In a mixed school under a master, when the average attendance is at least 50, an assistant mistress should be appointed unless a junior assistant mistress is already recognized in the school.

(b.) It is desirable that the teachers of mixed schools, at which the average attendance of pupils is less than thirty-five, should be women, but, when a master is recognized as principal of one of these schools, a junior assistant mistress may also be recognized, and paid under the provisions of rule 114 (b.).

87. (a.) A master, whether principal or assistant, is not recognized in a girls' school; nor is an assistant master recognized in any school under a mistress. (b.) A mistress is not recognized as principal of a boys' school unless the school is attended by infants only.

88. (a.) Teachers are not permitted to carry on, or engage in, any business or occupation that would impair their usefulness as teachers. They are strictly forbidden to keep publichouses, or houses for the sale of spirituous liquors, or to live in any such house.

(b.) Urban councillors, rural councillors, poor law guardians, members or officers of school attendance committees or of school committees, &c., cannot be recognized as National teachers.

Attendance at  
meetings held  
for political  
purposes.

89. (a.) The attendance of teachers at meetings held for political purposes, or the taking part in elections for members of Parliament, or for poor law guardians, &c., except by voting, is incompatible with the performance of their duties, and is a violation of rule rendering them liable to withdrawal of salary.

(b.) This rule does not prohibit their employment, by the sheriff or returning officer, as presiding officers or polling clerks, in polling booths at Parliamentary elections, or at elections held under the Local Government (Ireland) Act, 1898, the functions of such officers being purely executive and non-political.

90. Teachers whose schools have declined in usefulness and efficiency, or who have conducted themselves improperly, may be admonished, reprimanded, fined, depressed, or dismissed.

91. In the case of teachers from whom salary has been withdrawn, the Commissioners determine whether they shall be recognized if re-appointed.

92. (a.) For occasional brief absences of teachers owing to illness or other reasonable cause, the manager's statement may be accepted.

Absences of  
Teachers.

(b.) In cases of more prolonged illness, one month's leave of absence is allowed, without stoppage of salary, on the production of a doctor's certificate. If two or more teachers are recognized, the responsibility for the school work in the absence of the principal devolves on the assistant, or first assistant, if more than one assistant is recognized.

(c.) When a school is closed, in consequence of the absence of a teacher from illness, for more than two days, the fact must be at once notified by the teacher to the manager and to the inspector. The manager should without delay make suitable arrangements for having the school business carried on during the teacher's absence. In such circumstances he may avail himself of the temporary services of a teacher from a neighbouring National school, with the consent of its manager. The arrangements thus made should be notified at once to the Commissioners through the inspector. Temporary service so given by teachers in schools different from their own counts as service in their own schools.

This regulation applies only to cases where a teacher is absent for a period not longer than a month.

(d.) Should the teacher be absent from duty, through illness, for longer than a month in any calendar year, salary, &c., cannot be paid for the additional period of absence unless a substitute, qualified under rule 76, is appointed.

(e.) A teacher absent on account of illness is responsible for the salary of his substitute, but it is desirable that it should be defrayed from local sources.

(f.) Absence owing to illness cannot be sanctioned for more than six months continuously, including vacations, or for more than six months in any calendar year.

(g.) Recurring absences of a teacher on account of illness for long or short periods are regarded as an impairment of the teacher's efficiency.

(h.) The Commissioners cannot, as a rule, recognize the service of a substitute for an absent teacher if the absence is due to any other cause than personal illness, or attendance at a recognized Training college, or at a special course of training approved by them. If a teacher is absent under medical authority, in consequence of infectious disease in his family, the services of a substitute may be accepted for a period, as a rule, not exceeding one month.

(i.) No member of the school staff can be allowed to absent himself from duty on vacation during the ordinary period of operation of the school.

93. In schools under the direct management of the Commissioners, the period for which salary, without deduction, may be allowed to teachers when absent owing to illness, &c., is determined by the circumstances of each case, and, if necessary, the Commissioners employ substitutes, and pay them for a limited period.

94. The following practical rules must be strictly observed by the teachers of National schools :—

I. To act in a spirit of obedience to the law and of loyalty to the Sovereign.

II. To keep the following tablets suspended conspicuously in their school-rooms, and to make themselves thoroughly acquainted with their contents :— (a.) The General Lesson, the principles contained in which should be inculcated on the minds of all the pupils at the time of combined ordinary instruction; (b.) the time table; (c.) the practical rules for teachers; (d.) the Ten Commandments (not compulsory); (e.) the religious and secular instruction tablet; also in pamphlet form (f.) the Commissioners' rules and regulations (g.) the notes for teachers, and (h.) the price list of books, requisites, and apparatus used in the school.

III. To exclude from the school, except at hours set apart for religious instruction, all catechisms and books inculcating peculiar religious opinions.

IV. (a.) To keep the register, report book, and rolls accurately, neatly, and according to the forms prescribed by the Commissioners; and to enter or mark in the two latter, within the time prescribed by rule 128, each day, the number of children in actual attendance. (b.) In case any child is obliged to go home after roll-call, except as provided in rule 128 (d.) and before the school is dismissed, the child should previously enter his name in the leave of absence book. Should the child be unable to write, the name should be written by another child, and not by any of the teachers. (c.) All attendances or half attendances that are incomplete [see rule 128 (b)] should be excluded from the calculation of average attendance. (d.) An absence mark once entered on the rolls must not be erased, cancelled, or altered in any circumstances whatever. (e.) The Commissioners also desire that immediately after roll-call the number present in each standard should be written in chalk in large figures on a black-board suspended in the school, and should not be rubbed off until next meeting. (f.) The teaching staff is required to be in attendance at the school half an hour before the time fixed on the time table for the commencement of school business in the morning, and where there is a separate afternoon meeting ten minutes before the commencement of that meeting.

V. To classify the children in accordance with the programme; to study the school-books; to teach according to the approved methods, and to labour diligently to train up their pupils in each branch of knowledge to the degree of attainment or amount of proficiency prescribed for each standard in the programme.

VI. To observe and to impress upon the minds of their pupils, the great rule of regularity and order—a time and a place for everything, and everything in its proper time and place.

VII. To promote, both by precept and example, cleanliness, neatness, and decency. To effect this the teachers must set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their schools. They must also satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned and, when necessary, mended. The school apartments, too, must be swept and dusted every evening; and whitewashed at least once a year. Should the Board of Public Works be engaged in repairing or improving a vested school, it is the duty of the teacher to facilitate their action in every way.

VIII. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of truth, honesty, and politeness, the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their pupils; to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their pupils; to discountenance quarrelling, cruelty to animals and every approach to vice.

## Rule 94—continued.

XI. To have strict care over the pupils during the entire school time. The teachers should not, in any circumstances, allow the pupils out of the school ground beyond the limit over which official care of them can be efficiently exercised.\* Where assistants are employed, they also are responsible for this duty.

XII. To record in the report book of the school all receipts of school-fees (where chargeable), subscriptions, &c., and the amount of all grants made by the Commissioners, as well as the purposes for which they were made, whether for salaries, premiums, or other payments; also the amount of school requisites, whether free grants or purchased requisites.

XIII. To take strict care of the free grants of requisites made by the Commissioners; to keep the school constantly supplied with school books and other requisites approved by the Commissioners. The teachers are strictly prohibited from using in their schools, any books, &c., not sanctioned under rule 124, and from making any advance on the prices in the list of books and requisites expended in the school.

XIV. To give notice some days previously, to the inspector of the intended closing of a school for vacation or for any other purpose; and, when a teacher intends resigning or removing to another school, to intimate his intention to the inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his school, and reporting upon the state of the premises, free equipment, school accounts, &c., &c.

XV. To attend to the ventilation of the school:—immediately after entering the room in the morning; at the time of roll-call; and at frequent intervals during the day. The ventilation can best be effected by lowering, where practicable, the upper part of the windows, so as to admit a thorough passage of air through the room. To see that the school-room is properly heated in winter.

95. (a.) The Commissioners, as a rule, do not correspond directly with the teachers of National schools. (b.) Official forms, however, may be forwarded direct to teachers from the Office of National Education.

96. (a.) Should a teacher have any well-grounded cause of complaint against his manager, he may submit a statement of the case to the inspector, who, after due inquiry, if necessary, refers it to the Commissioners for consideration. Teacher's  
right of  
Appeal.

(b.) Should any teacher feel himself aggrieved by the conduct of the inspector, he can make his appeal through the manager of the school, and it will receive attention from the Commissioners.

(c.) If the matter of complaint should affect both the manager and the inspector, the teacher may then submit his case in writing to the Commissioners, who, if necessary, direct one of the chief inspectors to examine into and report upon it, for their information.

97. Untrained teachers are, at present, recognized as principal teachers of National schools conducted by members of the Presentation, Marist, Patrician, and Franciscan Orders of Monks, but no untrained principal in such schools can receive salary at a higher rate than that of third grade, unless he was recognized as a principal teacher in a National school before 1st April, 1900. Monastery  
Schools.

\* See, however, rule 128 (d).

98. All monks who pass the King's scholarship examination, and who also pass the test in practical teaching conducted by one of the senior inspectors, are eligible, as untrained teachers, for the position of assistant in a Monastery National school, but not in an ordinary National school.

Convent and  
Monastery  
Schools.

99. (a.) In Convent and Monastery National schools, the members of the community may discharge the office of teachers, either exclusively by themselves, or with the aid of such lay persons as they may see fit to employ as assistants with adequate remuneration. (b.) In every case the Commissioners must be satisfied that the teaching staff is sufficient. (c.) None but teachers qualified under rule 76 can be recognized as lay assistants in Convent or Monastery National schools.

100. Teachers not qualified under rule 76 who were serving as lay assistants in such schools in July, 1890, and who are still serving in the same capacity, continue, as a rule, to be recognized, and if within the limits of age are eligible for admission to the King's scholarship examination, provided that they are recommended by the inspector.

101. 1.—In any Convent National school paid by capitation, the teaching staff is deemed sufficient if the number of recognized teachers, including members of the community engaged in teaching, in proportion to the average annual attendance, corresponds with the following scale, viz. :—

Under 50 pupils, .. .. .	1 teacher.
50 but under 95 pupils, .. .. .	2 teachers.
95 .. 140 .. .. .	3 ..
140 .. 185 .. .. .	4 ..
185 .. 230 .. .. .	5 ..
230 .. 275 .. .. .	6 ..
275 .. 320 .. .. .	7 ..

And so forth.

Lay Assistants. 2. Adequate remuneration for recognized lay assistants is fixed at a minimum of £30 per annum.

3. The privileges enjoyed by recognized lay assistants include :—

(a.) the recognition of their service as fulfilling the conditions required for a training diploma ;

(b.) the eligibility for a one-year's course of training ;

(c.) so far as may be necessary, the claim to have this service count towards obtaining the bonus granted under the Education Act, 1892, when appointed assistants ;

(d.) the recognition of their service in respect of claims for first appointment or re-appointment in the service of the Commissioners.

4. The Commissioners do not interfere with the discretion of the conductors as regards the employment of other lay assistants than those recognized by the Commissioners ; but the latter are not entitled to any of the privileges mentioned above unless qualified under rule 76, and paid not less than £30 a year.

5. All lay assistants acting as such on the 1st March, 1896, retain the privileges hitherto attached to that position.

## CHAPTER VIII.

## GRADATION, PROMOTION, AND INCOMES OF TEACHERS.

102. (a.) All principal and assistant teachers (except the teachers of Monastery and Convent schools which are paid by capitation) are divided into three grades—the first grade containing two sections.

(b.) Teachers recognized for the first time rank, on appointment, in the third grade.

(c.) The number of teachers recognized in each grade or section of a grade above the third grade is fixed from time to time by the Commissioners.

(d.) The Commissioners periodically fill vacancies in the first and second grades in accordance with the prescribed conditions.

103. (a.) Untrained teachers appointed for the first time, on or after the 1st April, 1900, are ineligible for promotion beyond the third grade, unless in exceptional circumstances and by the special order of the Commissioners.

(b.) Untrained teachers in the service before the 1st April, 1900, who, under the old rules, were eligible for promotion to the first class, continue to enjoy a similar privilege with regard to gradation.

(c.) Assistant teachers, trained or untrained, appointed for the first time, on or after the 1st April, 1900, are ineligible for promotion beyond the third grade, unless in exceptional circumstances and by the special order of the Commissioners.

104. (a.) Promotion from a lower to a higher grade, and from the second to the first section of the highest grade, depends on (i.) training; (ii.) position in school; (iii.) ability and general attainments; (iv.) good service; (v.) seniority.

(b.) No teacher of a school in which the average attendance for the preceding calendar year is under thirty is eligible for promotion to the second grade or for increment in that grade.

(c.) No teacher of a school in which the average attendance for the preceding calendar year is under fifty is eligible for promotion to the first grade or for increment in that grade.

(d.) No teacher of a school in which the average attendance for the preceding calendar year is under seventy is eligible for promotion to the first section of the first grade or for increment in that section.

(e.) The promotions of teachers date from the 1st April.

105. (a.) Teachers promoted from a lower to a higher grade receive on promotion the salary fixed for the grade to which they are promoted, but, as a rule, without any immediate addition of continued good service salary. Teachers must, as a rule, remain three years on the maximum of a grade before becoming eligible for promotion to a higher grade.

(b.) \* Principal teachers who are out of employment for a time retain their grades, provided they obtain re-employment as principals within a year. If re-employed as principals at a later date, the Com-

\* See also rule 78 (d.), (e.), and (f.).

## Rule 105—continued.

missioners determine in what grade they should be recognized. Principal teachers if re-employed as assistants come under the rules applicable to assistants.

(c.) Principal teachers do not lose their grades on account of a decline in the average attendance at their schools, but their salaries may be reduced in accordance with the rules.

(d.) Teachers whose schools have declined in efficiency owing to their neglect of private study, may be re-examined as a test of fitness for continued recognition.

## Incomes.

106. (a.) The incomes of teachers consist partly of local payments, but mainly of grants from the Commissioners.

(b.) The local payments comprise subscriptions, donations, and endowments, or school fees from pupils. In some instances residences are provided rent free.

(c.) Where school fees are chargeable to the pupils, the rates are fixed by the managers with the approval of the Commissioners, and cannot be altered except with their sanction [Irish Education Act, 1892, s. 18 (4) \*]. Such fees are payable to the teachers as part of their emoluments in accordance with the terms of their engagements.

107. The incomes of teachers are their remuneration from the State for all work done during "school hours" as defined in rule 126, and for the extra instruction which the monitors, if employed, receive outside of school hours.

## Grade Salaries.

108. (a.) Special rates of salary and of continued good service salary are fixed for each grade of teachers.

(b.) Awards of continued good service salary are made triennially to the teachers of schools with an average attendance of twenty pupils or above, when the work done in the school shows merit, and the general condition of the school is satisfactory.

(c.) The Commissioners reserve to themselves the right to alter the rates of grade salary and of continued good service salary from time to time with the approval of the Lords of His Majesty's Treasury.

(d.) The following are the rates of grade salary and of continued good service salary :—†

Grade	Grade Salary.	Continued Good Service Salary— Triennial Increments.		Maximum Income exclusive of Residual Capitation Grant.
		Increments.	Number of Increments.	
Men	£ III.	8	3	£ 77
	II.	7	2	107
	Ia.	10	1	127
	I.	12	3	175
Women	£ III.	7	3	£ 65
	II.	6	2	89
	Ia.	8	1	105
	I.	9	3	141

\* See schedule VI. (5), p. 55.

† For the payments to the teachers of schools with an average attendance less than 20 pupils, see rule 115.



109. (a.) Assistant teachers recognized for the first time after the 1st April, 1906, are ineligible for increments unless they have been trained.

(b.) Bonuses, in addition to increments, are awarded to assistant teachers who are entitled to them under the Irish Education Act, 1892. The bonus is £9 for men and £7 10s. for women.

(c.) Assistant teachers who have been trained in a recognized Training college rank, from the 1st April immediately preceding the date of the termination of their training course, as "classed higher than third class" for the purpose of qualifying for honus under the Irish Education Act, 1892. [See schedule VI., 9, p. 56.]

110. A portion of the total State grants available for the payment of teachers' incomes is allocated as an annual capitation grant (viz., the residual capitation grant) in accordance with the fourth schedule to the Irish Education Act, 1892. Residual  
Capitation  
Grant.

111. For an average attendance of 60 pupils (3-15) and under, the principal teacher receives the whole of the residual capitation grant for the school.\* When the average attendance is over 60, the grant is distributed between the principal and the assistants according to the following scale:—

Average Attendance of pupils (3-15.)	NUMBER OF UNITS OF RESIDUAL CAPITATION GRANT.					
	Principal	1st Asst.	2nd Asst.	3rd Asst.	4th Asst.	—
61-95	60	1-35	—	—	—	—
96-130	90	35	1-35	—	—	—
131-140	61-70	35	35	—	—	—
141-175	70	35	35	1-35	—	—
176-185	71-80	35	35	35	—	—
186-220	80	35	35	35	1-35	—
	And so forth					

112. (a.) The salaries of teachers of the first grade are not reduced on account of a decline in the average attendance, unless it is below thirty-five for one calendar year. Reduction of  
Salaries.

(b.) The salaries of teachers of the second and third grades are not reduced on account of a decline in the average attendance, unless it is below twenty for one calendar year.

(c.) The additions to salaries which have resulted from promotions or increments may not be retained on change of school, unless the average attendance at the new school is in accordance with the provisions of rule 104.

(d.) The salaries of teachers may be reduced at any time on account of inefficiency or other sufficient cause at the discretion of the Commissioners.

(e.) Assistants on promotion to principalships receive, as a rule, initial salaries equal to their salaries as assistants; but if highly classed under the old rules, or if appointed to large and important schools, they receive special consideration.

\* For special regulations in the case of boys' and girls' schools which have been amalgamated, see p. 51.

113. (a.) Principal and assistant teachers, whose salaries were fixed from 1st April, 1900, retain these salaries on change of school provided, (1) that the average attendance is sufficient under the rules to warrant the payment, and (2) that they are not reduced in rank by the change of school;

(b.) if the average attendance is not sufficient, or if the teachers are reduced in rank, they are awarded such lower incomes as the average attendance or their positions may warrant;

(c.) principal teachers whose incomes (exclusive of residual capitation grant) are higher than £175 (masters) or £141 (mistresses), retain their incomes on change of school, provided (1) that they are not reduced in rank, and (2) that the schools in which they are employed are similar in size and character to their former schools.

If these conditions are not fulfilled, the incomes of the teachers are determined by the Commissioners.

(d.) Assistant teachers whose incomes (exclusive of residual capitation grant) are higher than £86 (masters) or £72 10s. (mistresses), retain their incomes as personal so long as they remain assistants.

114. (a.) In all schools having an average attendance of at least 35 pupils junior assistant mistresses are paid at the rate of £24 per annum.

(b.) In the case of a mixed school under a master where the average attendance is under 35, full payment is made only for each quarter in which the average attendance of girls is at least 20. If the average attendance of girls is less than 20 for any quarter the junior assistant mistress is paid for that quarter a capitation grant of 5s. for each girl in average attendance.

#### **Small Schools.**

115. (a.) The teachers of schools with an average attendance under 10 pupils, are paid a capitation grant of £1 15s. for each unit of average attendance and residual capitation grant if the schools are situated on the mainland; but if the schools are on islands remote from the mainland, the teachers may receive a capitation grant of £3 10s. for each unit of average attendance and residual capitation grant.

(b.) The teachers of schools with an average attendance of 10 to 19 pupils, are paid £44 per annum and residual capitation grant, but are not entitled to increments. It is desirable that the teachers of these schools should be women.

(c.) The masters of schools with an average attendance of 10 to 19 pupils are paid £56 per annum, and residual capitation grant, provided that they were appointed to these schools before the 1st April, 1900.

(d.) If a school aided under sub-head (a.) has an average attendance for any quarter of at least 10, the teacher is eligible for payment under the conditions laid down in sub-head (b.) for such quarter.

(e.) If the attendance at a school aided under sub-head (b.) or (c.) falls below 10 for any quarter payment is made to the teacher for such quarter only at the rate prescribed in sub-head (a.) for small schools situated on the mainland.

(f.) No claim can be made in the case of schools aided under any sub-head of this rule on account of a reduction of the average attendance due to exceptional causes.

116. The teachers of the Model schools are paid under the same *Model Schools.* conditions as the teachers of ordinary National schools.

117. I. The teachers of Convent National schools, possessing the *Convent Schools.* qualifications prescribed in rule 76, are paid at the same rates as the teachers of ordinary schools if the conductors so elect.

II. Convent schools in which the teachers are not required to possess the qualifications prescribed in rule 76, receive grants according to the following rules :—

(a.) the conductors receive capitation grants. These grants (exclusive of the residual capitation grant) range between 25s. and 35s. ;

(b.) the capitation grant may be increased or diminished by the Commissioners after consideration of the work done in the school ;

(c.) every school having a capitation grant (exclusive of the residual capitation grant) less than the maximum capitation rate may reach this rate by triennial increments of 1s. ;

(d.) these capitation rates, in addition to the residual capitation grant, include all payments from the State for work done during the ordinary school hours ;

(e.) no Convent school paid by capitation grant, when aided for the first time, can be granted more than the 25s. rate, and the residual capitation grant ;

(f.) in Convent National schools paid by capitation grant, if the average attendance in any quarter is seriously reduced owing to exceptional causes, payment of the capitation grant may be claimed on the actual average attendance for the corresponding quarter of the preceding calendar year. In such cases the manager should set forth clearly in a special communication the exceptional causes.

III. These conditions apply also to the Monastery National schools recognized previously to 1855 ; but aid is granted to other Monastery schools only on the same conditions as to ordinary National schools.

118. (a.) The salaries of teachers are payable and are remitted on the 15th day of January, April, July, and October, in each year, in cases where the school returns have been received in due time, and where there are no irregularities to be specially dealt with before payment. Should the 15th of the month fall on a Sunday, the salaries are issued on the 16th. *Dates of payment of salaries.*

(b.) Where the salaries are paid by quarterly payments, the computation for a broken period of a quarter is made with reference to the number of days in that quarter.

(c.) In case of change of teachers at the end of a month, should the first or last day of the month fall on a Saturday, or Sunday, or recognized holiday, the salary is allowed for such days.

## CHAPTER IX.

## SUBJECTS OF INSTRUCTION, TIME-TABLE, SCHOOL YEAR, AND SCHOOL REQUISITES.

Subjects of  
Instruction.

119. (a.) The ordinary school subjects are:—(1.) English (including as sub-heads reading and spelling, writing, composition, and grammar), geography, arithmetic, singing, drawing, needlework (for girls), physical drill, manual instruction, object lessons and elementary science, cookery (for girls), laundry-work (for girls), kindergarten (for infants), hygiene and temperance.

The programmes of instruction may be found in schedule XVIII., pp. 77 to 107.

(b.) The managers are at liberty, subject to the recommendations of the inspectors, to adopt for the seventh and eighth standards the programmes issued by the Board of Intermediate Education as far as is indicated in schedule XVIII., p. 101.

(c.) Pupils over thirteen years of age, who have been enrolled in the seventh standard for one year, and who have, in the opinion of the inspector, attained to considerable proficiency in the courses of English, arithmetic, and geography, may be awarded a certificate of merit. For the form of the certificate see schedule X., p. 64.

(d.) The managers may, with the approval of the Commissioners, arrange the programmes of their schools so as to suit the needs of the localities in which the schools are situated.

120. (1.) Cookery and laundry-work should be taught as part of the ordinary school programme to girls enrolled in the fifth and higher standards when suitable provision for instruction in these subjects is available. Girls who have reached the age of eleven years may, if the manager so desires, attend the classes in cookery and laundry-work, even though they are enrolled in a lower standard than fifth.

(2.) A fee of five shillings may be earned in respect of each girl who is taught cookery or laundry-work in a National school, provided she has attended at least 50 per cent. of the meetings of the cookery or laundry class, but the fee cannot be paid for the same pupil for more than two years in cookery, nor for more than one year in laundry-work, and both fees cannot be claimed for the same pupil in the same year.

(3.) In order that the full fee may be earned for cookery or laundry-work in a girls' or mixed school the inspector must certify that suitable instruction is given in hygiene. For girls' and mixed schools, under two or more teachers, in which the members of the staff have received training in elementary science, a course of domestic science, including lessons on health and habits, must be included in the curriculum.

(4.) A special roll of the pupils receiving instruction in cookery or in laundry-work must be kept, and the attendance must be marked before the commencement of the lesson. A pupil must not receive credit for attendance at a lesson on any day on which she is not in attendance at the school throughout the entire day.

(5.) Instruction must be given for at least six months in the year. Each course must consist of at least thirty lessons, and each lesson must be of not less than one and a half hours' duration. The fee may be reduced or withheld if the proficiency is not satisfactory.

121. A bi-lingual programme (Irish and English) may be sanctioned in Irish-speaking districts or in localities where Irish and English are spoken. For the programme see schedule XVIII., p. 102.\* Efficient teaching of the bi-lingual programme is favourably considered in connexion with the increments and promotions of the teachers.

122. (a.) The normal school year consists of forty-four weeks (220 School year- school days), and all schools should be in operation for this period.

(b.) The school year commences, in all schools, on the 1st July.

(c.) The promotions of pupils, revised programmes, and new time-tables should date from the beginning of the school year.

(d.) The "time table" must be kept constantly hung up in a conspicuous place in the school-room. The teachers are required to furnish copies of their time-tables to the inspectors within one month from the commencement of the school year.

123. (a.) If the circumstances of a school render it desirable that instruction should be given in any branch hitherto regarded as an extra subject, provision should be made whereby the subject may form part of the curriculum of the school. No additional remuneration (except for Irish\*) can, however, be given in such cases, but the increments of salaries and the promotion of the teachers to the higher grades depend in a large measure on the successful teaching of such branches.

(b.) In exceptional circumstances the Commissioners accept other approved subjects in lieu of these.

(c.) A course of mathematics is regarded as indispensable in all boys' schools (or in mixed schools under a master) with two or more teachers, and no such school can in future be regarded as doing really satisfactory work, unless one or more of the mathematical subjects is efficiently taught.

124. (a.) No book can be used for the purpose of united secular School instruction to which a reasonable objection might be entertained requirements. on religious or political grounds.

(b.) The managers may, subject to the foregoing condition, select the books used in their schools for the purpose of secular instruction, but they are required to submit annually for the examination of the inspector the list of proposed books not later than three months prior to the commencement of the school year, and they must furnish a copy of any book which does not appear on the list authorized by the Commissioners, or of any new edition of a book already sanctioned. No new book can be used until the official approval has been notified to the manager.

(c.) The inspector should, in all cases of doubt, forward copies of the book or books in question for the consideration of the Commissioners, to whom an appeal lies in all cases.

\* See the special provision for instruction in Irish, p. 127.

## CHAPTER X.

SCHOOL MEETINGS, ATTENDANCES, AVERAGE ATTENDANCE,  
AND ENROLMENT OF PUPILS.

125. Not less than four hours a day [including intervals as specified at 128 (c.)] must be provided on the time table for ordinary secular instruction on at least five days in the week. The time for secular instruction may consist of a single meeting of at least four hours' duration, or of two meetings of at least two hours each, with an interval of not less than one hour between the meetings. The Commissioners decide in each case whether two separate meetings in a school day may be allowed, and if so, under what conditions.

School hours.

126. The term "school-hours" should always be understood to mean the entire time in each day, from the opening of the school to its closing for the dismissal of the pupils; or in schools having two meetings daily, the term means the entire time from the commencement to the close of each meeting.

Enrolment.

127. (a.) No child under three years of age can be enrolled as a pupil in any National school, and, as a rule, no pupil over seven years of age can, on admission to school, be enrolled in an infants' class. All pupils, both boys and girls, must be removed from infants' schools and from infants' departments of schools on the 1st July next following the completion of their eighth year.

(b.) Boys under seven years of age are ineligible for enrolment in a boys' school where there is not a mistress, unless

(1.) there is no suitable\* school under a mistress available in the locality, or

(2.) the probable effect of this rule will be the loss of an assistant teacher to the school.

On the occurrence of a vacancy for an assistant a mistress should be appointed; otherwise no further exemption as regards the prohibition of the enrolment of boys under seven years of age can be granted.

(c.) Except in the case of monitors or pupil teachers, pupils cannot be retained on the rolls of day schools after reaching the age of eighteen.

(d.) In cases of question regarding the age of a pupil a registrar's or a baptismal certificate should be produced, otherwise the decision of the inspector is final.

(e.) In places to which the Compulsory Attendance Clauses of the Irish Education Act of 1892 apply, children not less than six nor more than fourteen years of age are bound to attend school; but if a child has passed the fifth standard, and is eleven years of age, he is not so bound.

\* A "suitable school" should be taken as meaning a school in which there is adequate accommodation of a satisfactory kind, in which the teaching of infants is efficient, and in which the teaching staff is of the same religious denomination as in the neighbouring boys' school.

128. (a.) An "attendance" means presence at secular instruction during four hours. If the school meets twice a day, presence at secular instruction during two continuous hours counts as a "half attendance." Attendance. The calling of the rolls and the recording in the daily report book of the number present must be completed before the time prescribed for the commencement of the "attendance" or "half attendance." The "attendance" or the morning "half attendance" must commence not later than 10.30 a.m.

(b.) A pupil who at any meeting of the school does not remain under instruction until the conclusion of the time prescribed for the "attendance" or "half attendance," as the case may be, cannot claim credit for being present at that meeting, and the mark denoting an incomplete attendance must be made at once.

(c.) The minimum time constituting an "attendance" may include an interval for recreation of not more than ten minutes in a meeting of two hours, and of not more than half an hour in a meeting of four hours.

(d.) The teacher of any school, however, in which there is only one meeting a day, is at liberty, with the approval of the manager, to allow any pupil home for dinner during the time allowed for recreation, on the written application of the parent. The manager may withdraw the permission given in the case of any pupil at any time. No arrangement can be sanctioned by which the time for the secular instruction of any pupil is reduced below  $3\frac{1}{2}$  hours daily, exclusive of the dinner time. A separate folio of the roll book or a separate roll book must be provided, in which the names of such pupils shall be inscribed. If the pupil is late in returning, or does not return, credit can be given only for a "half attendance" on that day. [See under (b)].

(e.) The minimum time constituting an attendance may include

(1) any time occupied by instruction, given elsewhere than at the school, in cookery, laundry-work, domestic economy, and wood-work; but all such arrangements must first receive the sanction of the Commissioners;

(2) any time occupied by visits paid during school hours, under arrangements sanctioned by the Commissioners, to places of educational value or interest. The number of such visits for any year must, however, be strictly limited, and should not exceed twenty visits of two hours' duration for any particular pupil.

(f.) In the case of pupils enrolled in infants' schools or in the infants' classes in schools where senior classes are also taught, the minimum time constituting an "attendance" may be reduced from four hours to three, and the minimum time constituting a "half-attendance" may be reduced from two hours to one hour and a half, the same intervals being allowed for recreation as in (c).

129. (a.) The average daily attendance during any period (month, quarter, year), is the number found by dividing the total number of complete "attendances" made on the regular school days within the period, by the number of such school days, two "half attendances" counting as one complete "attendance." Average daily attendance.

(b.) When the average attendance exceeds an integer by a fraction of not less than .5, the latter counts as a unit. Thus 29.5 counts as 30,

## Rule 129—continued.

(c.) The number of pupils present must be recorded every day in the roll book and report book, but when, owing to the severity of the weather or other exceptional cause, the number of pupils in attendance on any day or days is under one-third of the average attendance for the month in which the day or days occur, the attendance of such a day or days may be excluded from the calculation of the quarterly or annual average. The cause of such exclusion in each case should be recorded in the daily report book.

(d.) If a school has not been in operation for at least 200 days in the year a reduction in the grant is made unless, from some exceptional cause, it has not been possible for the school to be in operation for 200 days, in which case the Commissioners, on a proper representation of the circumstances, may make a proportionate reduction in this requirement. Excluded days cannot be counted as part of the required minimum of 200 days.

NOTE.—If a school is closed on account of epidemic or other unavoidable cause for  $x$  weeks, the number of days required will be

$$\frac{44 - x}{44} \times 200.$$

## CHAPTER XI.

## MONITORS AND PUPIL TEACHERS.\*

130. The monitors are appointed by the Commissioners upon the recommendation of the inspectors, who select them by competitive examination, except as provided in rule 139.

131. The inspectors recommend candidates for monitorship only in schools in which the organization, methods of instruction, premises, furniture, apparatus and accommodation are satisfactory.

132. The inspectors confer with the managers and principal teachers of the schools as to the character and general suitability of the candidates whom they have selected, and they are prohibited from recommending candidates whom the managers disapprove of or to whom the teachers entertain a reasonable objection.

133. (a.) The inspector recommending the appointment of a monitor must certify that he has explained to the teacher—

1. that the monitor must not be employed in teaching for more than two hours in each day during his period of service except in his final year, when he may be employed for three hours in each day; †

\* The same regulations as to appointment, qualifications, salary and period of service apply to monitors and pupil teachers in model schools as to those in ordinary schools. Pupil teachers in model schools may be appointed under the former regulations in the year 1906, but not subsequently.

† In the case of pupil teachers and monitors whose general education is provided for in neighbouring Intermediates schools the time during which they are required to teach in the National schools may, at the discretion of the manager, be limited to one hour in each day during the first year of service.



## Rule 133—continued.

2. that the monitor must be carefully instructed along with the pupils of the school or allowed to study by himself under the teacher's supervision during the remainder of the daily school time ;

3. that the monitor must receive extra instruction regularly in the monitorial course outside of school hours, for at least three-quarters of an hour in each school day of the week, or for half an hour in each school day, and two hours on Saturday ;

4. that the principal teacher must preside over formal criticism lessons to be given by the monitors once in each week. (For the regulations regarding the manner of conducting criticism lessons see schedule IX., p. 63.)

(b.) The Commissioners are prepared to sanction arrangements made by the managers, under which monitors of different schools may receive their extra instruction at specially fixed centres or at Intermediate schools. Such instruction may be given in different subjects by different teachers, and should not be for less time than one hour a day.

134. The school for which a monitor is recommended must have had an average daily attendance of not less than fifty pupils for the preceding calendar year.

135. The maximum number of monitors that may be recognized in any school is set forth in the following table ; but the Commissioners reserve to themselves the right to determine whether this maximum should be sanctioned :—

Average Attendance.				Monitors.
50 but under 85,	..	..	..	1
85 " 130,	..	..	..	2
130 " 175,	..	..	..	3
175 " 220,	..	..	..	4
220 " 265,	..	..	..	5
265 " 310,	..	..	..	6
310 " 365,	..	..	..	7
and so forth.				

136. A monitress is not recognized in—

(1) a boys' school, unless it is an infants' school or department under a mistress ;

(2) a mixed school under a master, unless

(a.) she is a near relative of the teacher ; or

(b.) a mistress is charged with her extra instruction or is always present at it ; or

(c.) during the time of her extra instruction a respectable woman is present, or some other monitresses or girl pupils ; or

(d.) her extra instruction is given at a special centre [rule 133 (b.)] ;

(3) any school in which there is not adequate provision for instruction in needlework.

137. The number of monitors being limited, the managers should understand that they have no claim to the appointment of monitors merely on the ground that the conditions specified in these rules have all been fulfilled.

138. The monitors are appointed, as a rule, from the 1st July in each year. Their service counts from that date, and all appointments are subject to the fulfilment of the conditions below specified as regards good conduct, efficient instruction, and maintenance of sufficient average attendance of pupils. If a monitor resigns or dies, or becomes disqualified, a successor may be appointed, but not later than the 31st December.

*Qualifications.*

139. The candidates for monitorship must be not less than fifteen and not more than seventeen years of age on the 1st July, and they must answer satisfactorily in the prescribed programme. Students who have passed in the junior or middle grade under the Board of Intermediate Education are eligible for appointment as monitors without undergoing further examination, except in reading, needlework (for girls), and in any ordinary school subject in which the candidate did not pass at the Intermediate examination, should the Commissioners require it.

140. The candidates for monitorship must furnish a registrar's certificate of the date of their birth, and a medical certificate that they are of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as teachers. (Pupils under sixteen years of age can obtain a registrar's certificate of date of birth for 6d.)

141. The full period of service and training of monitors is three years.

142. The Commissioners may appoint monitors under the former regulations in case sufficient candidates do not qualify under the new rules. The limits of age for such candidates are fourteen and sixteen, and the full period of service and training is five years.

*Examinations.*

143. (a.) The monitors must undergo a yearly examination in the prescribed courses. For the programmes see schedule XVIII., page 109).

(b.) The annual examinations of the monitors in the prescribed courses are held in their schools except in the final year, and on each occasion the monitors must exhibit to the inspector all the exercise books written by them in the course of the year, and the monitresses must also exhibit specimens of their needlework.

144. (a.) The examination of monitors of the final year is held at Easter in each year in the King's scholarship programme. (For the programme see schedule XVIII., p. 113.)

(b.) The monitors are annually awarded service marks which are added to the total obtained at the examination held in the final year.

145. The monitors who pass the King's scholarship examination, and who complete their service satisfactorily, are eligible for appointment as assistants (see rule 76) within three years from the termination of their service as monitors.

146. The attendance of monitors must be recorded daily on the rolls, and be included in calculating the average daily attendance of pupils.

147. (a.) If a school in which a monitor is recognized falls short of the requisite average daily attendance, salary, as a rule, is withdrawn from the end of the second quarter of insufficient average, unless the Commissioners are satisfied that the reduction has been due to exceptional causes. The Commissioners may sanction the transfer of the monitor in such a case to another school. The case of monitors whose final examination is approaching may be specially considered. (b.) The salary granted to a monitor may be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the monitor, or any other circumstance, render such a course desirable.

148. When a vacancy in a monitorship occurs, whether before or on the expiration of a monitor's term of service, it does not necessarily follow that a successor will be appointed.

149. A monitor cannot be transferred, even temporarily, to another school without the express sanction of the Commissioners; but where a girls' school or a mixed school is associated with an infants' school in the same premises, the monitors of each department may be permitted to devote a portion of their time to teaching and practising in the other department.

150. (a.) The following is the scale of salaries for monitors :—

—	Boys.	Girls.
First year, .. .. .	£ 10	£ 8
Second year, .. .. .	15	12
Third year, .. .. .	20	16

(b.) For monitors appointed under the former regulations the scale is as follows :—

—	Boys.	Girls.
First year, .. .. .	£ 5	£ 5
Second year, .. .. .	6	6
Third year, .. .. .	8	8
Fourth year, .. .. .	12	10
Fifth year, .. .. .	18	16

151. (a.) Pupil teachers are eligible for appointment in all schools which are officially recorded as, at least, "very good," and are appointed, as a rule, from 1st September. They are selected (as far as possible in order of merit) from students who have passed with honours in the junior or middle grade under the Board of Intermediate Education, and they must be not less than fifteen years of age, and not more than seventeen years on the 1st June preceding the date of their appointment. Candidates for pupil teacherships who have passed with honours in the senior grade may, however, be admitted up to eighteen years of age.

## Rule 151—continued.

(b.) The managers who desire to have pupil teachers appointed to their schools should make application to the Commissioners not later than 1st July. Pupil teachers are, as far as possible, appointed to schools in the district in which they reside.

(c.) Pupil teachers, if appointed for three years, must not be employed in teaching for more than two hours in each day during the first year, and three hours in each day during the second and third years. Those appointed for two years must not be employed in teaching for more than three hours in each day during their period of service.

152. The candidates for pupil teacherships should forward their applications to the Secretaries not later than 1st June, and if they are not already qualified under rule 151, they should intimate their intention of presenting themselves at the ensuing Intermediate examinations.

153. The period of service for pupil teachers is three years for those holding passes with honours in the junior grade, and two years for those holding passes with honours in the middle grade.

154. The candidates for pupil teacherships are required to furnish satisfactory evidence of age, a certificate of character from the clergyman under whom each has been brought up, and a medical certificate that they are of sound and healthy constitution, and free from any physical or mental defect likely to impair their usefulness as teachers.

155. Pupil teachers must at the end of each year of service pass a qualifying examination, conducted by the Board's inspectors, for retention during the following year. In lieu, however, of this qualifying examination they are allowed the option of presenting themselves for the Intermediate examinations.

156. (a.) The examination of pupil teachers of the final year is held at Easter in the King's scholarship programme, and those who pass this examination and who complete their service satisfactorily, are eligible for appointment as assistants within three years from the termination of their service as pupil teachers.

(b.) Marks for good service are considered in connection with this examination.

157. The scale of salaries for pupil teachers is as follows :—

	First Year.	Second Year.	Third Year.
	£	£	£
(1.) Pupil teachers who have passed with honours in the junior grade (Boys),	18	24	30
"    "    (Girls),	14	20	26
(2.) Pupil teachers who have passed with honours in the middle grade (Boys),	24	30	—
"    "    (Girls),	20	26	—

NOTE.—Rules 133 [except 133 (a.) 1], 136, 137, and 148 are also applicable to pupil teachers.

## CHAPTER XII.

## TRAINING COLLEGES.\*

158. (a.) A Training college is an institution for boarding, lodging, and instructing students who are preparing to become, or are already teachers in National or other Government elementary schools. It must include, within a convenient distance, a National school or schools, in which the students may learn the practical exercise of their profession.†

(b.) The session of a Training college opens at latest in the week commencing with the first Monday after the 10th September in each year.

159. (a.) A Training college must have adequate accommodation in dormitories, refectory, and lecture or class rooms for at least 50 students.

(b.) The manager or correspondent of a Training college must be either a clergyman or other person of good position in society.

(c.) The report upon an application for aid to a Training college must be made by one of the chief inspectors.

(d.) The Training colleges are placed under the charge of the chief inspectors.

160. No grant is made to a Training college unless the Commissioners are satisfied with the premises, management, and staff.

161. (a.) The Commissioners make grants to a college in Marlborough-street, Dublin, under their own management.

(b.) They also make grants to Training colleges under local management.

162. The provisions made for the training of teachers in Training colleges are as follows :—

Courses of Training.

1. a one year's course of training, open to principal and assistant teachers ;

2. a two years' course of training open to pupil-teachers, monitors, and other suitable students approved by the Commissioners, and possessing the qualifications prescribed in the programme for the King's scholarship examination ; this course is also open to principals and assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training college ;

\* For the regulations regarding the Reid exhibitions and the prizes in Irish for King's scholars, see p. 52.

† The Commissioners also recognise the training given in the institutions of the Marist and Presentation Brothers, and grant diplomas to members of these Orders who have undergone the full course of training in the institutions, and who have subsequently given two years' satisfactory service in the schools of their Orders. These diplomas carry no claims for State aid of any kind, and are recognized only so long as the teachers holding them are employed in schools belonging to the respective Orders.

Rule 162—*continued*.

3. (a.) if during the attendance of a recognized\* teacher at any Training college for the one year's course, the local manager provides a substitute eligible for appointment as teacher under rule 76, the pay of the teacher from the Commissioners is continued. (b.) Substitutes make their own terms with the managers and the teachers for whom they act, as regards the remuneration for their services, and they have no claim on the Commissioners. (c.) The employment of a substitute for a teacher in training cannot be sanctioned for a longer period than twelve months, reckoned from the date of the teacher's leaving for the Training college.

## Entrance Examination

163. (a.) An examination of candidates in the course prescribed in the programme for the King's scholarship examination is annually held at Easter at each college, or in such other place as may be approved by the Commissioners.\*

(b.) The authorities of each college, on their own responsibility, select the candidates for admission to the examination, subject to the condition that they are more than eighteen years of age on the 1st January next following the date of the examination, or are in their final year as pupil teachers or monitors. †

164. The authorities of any college must submit, on or before the 1st February in each year, for the approval of the Commissioners, a list of the names of the candidates for the entrance examination to be held at Easter. No application can be entertained unless all the preliminary regulations are complied with.

## Qualification of Candidates.

165. (a.) The Commissioners may admit to the Marlborough-street college, and the authorities of the colleges under local management may admit to their respective colleges, subject to the approval of the Commissioners—

(1.) on examination any candidate who has been pronounced qualified in the course prescribed in the programme for the King's scholarship examination ;

(2.) without examination, any National teacher who has not previously been trained and who wishes to enter the college for a year's training, in the course prescribed for students of the second year ;

(3.) without full examination, graduates and under-graduates of a university, and persons who have passed the examinations in the middle or senior grade held by the Board of Intermediate Education within two years. (A one year's course is regarded as sufficient for graduates.)

All candidates referred to in sub-head (3.) must qualify in the subjects of the King's scholarship programme which are not covered by the special courses in which they have passed.

(b.) The authorities of each college arrange their own terms of admission.

\* For programme, see schedule XVIII. p. 113.

† The maximum age on admission should not be such as to exclude the claim of the King's scholar for appointment as teacher after training under rule 78, which fixes 35 as the maximum age for such appointments.

## Rule 165—continued.

## (c.) Before candidates are admitted—

(1.) the medical officer of the college must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and

(2.) they must sign a declaration that they honestly intend to adopt and follow the profession of teacher in any institution referred to in rule 172.\*

## (d.) Such candidates when admitted are termed King's scholars.

(e.) A King's scholar is not eligible for employment in any capacity in a National school during the time which he may have contracted to remain as a student in a Training college, unless the Commissioners are satisfied that the infraction of the contract is justified by illness or other satisfactory cause.

166. The Commissioners recognize in the various colleges extern King's scholars, who attend the instruction given by the professors and teachers of the college, but who are not boarded or lodged on the premises.

Extern King  
Scholars.

These extern students must conform to all the regulations of the college, except such as relate to residence.

On these conditions extern King's scholars may be admitted to the annual examinations, and may obtain training diplomas.

167. The principals of the Training colleges have absolute power to require any King's scholar to discontinue his course of training during or at the end of the first year in certain circumstances.

168. For admission to the examination for entrance to the Marlborough-street Training college, candidates are selected by the Commissioners, and must produce certificates of good character. The candidates who pass the examination are chosen in order of merit.†

169. (a.) An examination of the King's scholars is held yearly in the month of July, at each of the Training colleges.

Examination  
of King's  
Scholars.

(b.) No candidates may be presented for examination except King's scholars in training, either as interns or as externs, throughout the college year.

170. At the end of their first year of residence, the two-year King's scholars must pass in the prescribed programme as a condition of being further retained in training.‡

171. (a.) The King's scholars must pass the final examination as a condition of being recognized as trained and of receiving the diploma.‡

\* For the form of declaration see p. 60.

† (a.) The resident King's scholars are boarded and lodged free of expense out of the funds provided under rule 174.

(b.) There is a time set apart daily for the King's scholars to attend to their respective religious exercises, and every facility is afforded to clergymen to impart religious instruction to the King's scholars of their own flocks. On Sundays King's scholars are required to attend their respective places of worship; and a vigilant supervision is at all times exercised over their moral conduct.

‡ For the programme, see schedule XVIII., p. 117.

Rule 171—*continued*.

A King's scholar, however, who fails, may be allowed a second trial, on the recommendation of the principal, at the next following annual examination, on passing which the candidate is recognized as trained and as eligible to obtain the diploma on the usual conditions.

(b.) Graduates of a university need not present themselves for examination in such subjects as are covered by their university degrees.

Training  
Diplomas.

172. A diploma is awarded to every ex-King's scholar who, having passed the final examination—

(a.) shall have served continuously for two years as a recognized teacher in a National school, and shall, during these years, have been favourably reported on by the Inspector; or

(b.) shall have been reported by the proper department, in each case, to have completed a like period of good service as teacher in public elementary schools of Great Britain, in the Army or Navy, or in Poor Law schools, certified Industrial schools, or certified Reformatories in the United Kingdom.

If, however, the teacher has not qualified for a diploma within five years from the date of leaving the Training college, no diploma can, as a rule, be awarded.

173. Should King's scholars on the completion of training act as substitutes for teachers during the absence of the latter from their schools while in training, or be appointed as qualified lay assistants in Convent or Monastery National schools, the time so employed as substitutes or as lay assistants counts as part of the two years' probationary service for the diploma, if the service rendered is satisfactory.

Grants.

174. Grants for resident King's scholars are made to each college as follows:—

(a.) a fixed grant of £50 for each man in training for one year and of £100 for each man in training for two years;

(b.) a fixed grant of £35 for each woman in training for one year, and of £70 for each woman in training for two years;

(c.) in addition, a bonus of £10 for each man of the one year's course of training, and of £20 for each man of the two years' course of training, after two years' probationary service of a satisfactory character in the actual work of teaching; [see rule 172 (a.) and (b.)];

(d.) a bonus of £7 for each woman of the one year's course of training, and of £14 for each woman of the two years' course of training, after two years' probationary service of a satisfactory character in the actual work of teaching. [See rule 172 (a.) and (b.)]

(e.) the fixed grant to each college is paid as follows:—

An instalment of £12 (for men), or £8 (for women), is paid on 1st November, 1st February, and 1st May, for each King's scholar in residence for continuous training throughout the year. The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Commissioners.



## Rule 174—continued.

(f.) if these grants yield a surplus upon the certified expenditure, it may be applied to scholarships, prizes, the purchase of apparatus and educational appliances, or any other suitable purpose approved by the Commissioners.

(g.) should a King's scholar, owing to any exceptional cause, not complete a training session, the fixed grant is paid in proportion to the time of residence.

175. The accounts of a college must, at all times, be regularly posted up, and be ready for the inspection of the Accountant to the Commissioners, or other officer authorized by them.

176. Grants are made to the practising school or schools of a Training college on the same conditions as to other National schools, but teachers recognized in these schools prior to the 1st April, 1900, having scales of salaries better than those now fixed [see rule 108] are allowed to retain such scales as personal so long as they occupy the same positions as they did on the 31st March, 1900.

177. Teachers trained at the cost of the State must repay the cost of their training before they are allowed to enter the Civil Service. The repayments must be made in accordance with a scale sanctioned by the Treasury.\*

## CHAPTER XIII.

## GENERAL CONDITIONS FOR RECOGNITION OF SCHOOLS AS NATIONAL SCHOOLS.

178. (1.) As conditions of aid the Commissioners must as a rule be satisfied—

(a.) that the school has been in actual operation for at least three months under a competent teacher and with a sufficient average attendance;

(b.) that the case is deserving of assistance, and that the school is required for the purposes of National Education;

(c.) that there is reason to expect that the school will maintain an average daily attendance of at least twenty pupils between the ages of three and fifteen years of age;

(d.) that such local provision will be made to supplement the teacher's emoluments from the Commissioners as they may deem necessary;

(e.) that the school-house is suitable, in good repair, adequately furnished, and provided with proper out-offices;

\* Persons admitted as King's scholars to a Training college are required to repay the amount expended by the State upon their training. The sum is reducible by one-thirtieth for each year served, after the end of the training in elementary schools for the poor.

Rule 178—*continued.*

(f.) that neither the teacher nor the teacher's husband or wife nor any of their relatives, nor any other person in their interest, is the owner in whole or in part, or liable for the rent of the school-house ;

(g.) that no near relative of the patron or local manager is a member of the school staff.

(2.) Before the Commissioners decide upon an application for aid they require from the inspector a report upon all the circumstances of the case.

Modified  
Grants.

179. (a.) In certain cases, namely, where the means of religious instruction are not attainable by the children of a particular denomination in any National school within reasonable distance from their homes, the Commissioners are prepared to make modified grants to schools in which the average daily attendance of pupils is less than twenty ; they, however, reserve to themselves the power in all cases of preventing the unnecessary multiplication of schools in any district.

(b.) When one or more schools under Protestant management and with Protestant teachers is or are in operation in any place, and with sufficient available accommodation for the Protestant children residing in the vicinity, the Commissioners decline to grant aid to any additional school under Protestant management and with Protestant teachers within a distance of less than two miles from any such school as described above, except under special conditions to be considered by the Commissioners, after due notice setting forth, as far as possible, the exceptional circumstances of the case. A similar rule applies in the case of schools under Roman Catholic management and with Roman Catholic teachers.

(c.) In the case of a vacancy in a school under Protestant management with an average daily attendance of under twenty-five and within two miles' distance of one or more schools under the management of any Protestant denomination, a new teacher must not be appointed until the Commissioners have considered a re-arrangement of the schools in the district. A similar rule applies in the case of schools under Roman Catholic management.

(d.) In the case of the amalgamation of two or more schools under Protestant management, where a substantial majority of the children belong to one denomination, the principal teacher must belong to that denomination.

(N.B.—The majority is determined by the average attendance of the preceding three years.)

Where a substantial minority of the children belong to a denomination different from that of the principal teacher an assistant teacher of the denomination of such minority must be appointed, if the average attendance permits.

(e.) In the case of the amalgamation of two or more schools under Protestant management it is desirable that the managers of the schools so united shall constitute a committee with power to appoint a local correspondent.

Nature of  
Grants.

180. The grants made by the Commissioners to schools consist of salary, continued good service salary, and capitation payments to the teaching staffs ; books, maps, charts, &c., to schools when first re-

Rule 180—*continued*.

cognized or when structurally improved at considerable local cost; and, generally, supplies of equipment for instruction in certain subjects of the programme.

181. When any school is recognized, the Commissioners require that the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on a conspicuous part of the school-house, or on such other place as may render it conspicuous to the public. In vested schools a stone should be introduced into the wall having that inscription cut upon it. Inscription.

182. Persons desirous of obtaining aid from the Commissioners towards the support of a school, are furnished from the Office of National Education with the forms upon which their application must be laid before the Commissioners; and, as a general rule, grants of salary, &c., cannot commence from an earlier date than the first of the month in which such forms of application are returned to the Office.

183. The Commissioners reserve to themselves, in every case, the right to determine finally whether the payment of salaries or the grant of any other aid should be made in whole or in part, or be altogether withheld.

184. To warrant continuance of aid, the house and furniture must be kept in sufficient repair, and the school must be conducted in all respects in a satisfactory manner, and in accordance with the rules and regulations of the Commissioners.

185. When a school has been recognized as a school for boys or for girls solely, or as a mixed school, the sanction of the Commissioners must be obtained for a change from a boys' to a girls' school, or vice versa, or to a mixed school, or from a mixed school to separate schools.

186. Separate ordinary schools for boys and girls adjoining or in close proximity, and under the same management, at one or both of which there is an average attendance of less than thirty, must be amalgamated on the retirement of either principal, unless for special reasons it shall be otherwise directed.\* This rule does not apply to any boys' school the average attendance at which but for the operation of rule 127 (b) would, in the opinion of the Commissioners, be over 30.

187. In the case of applications for the recognition of boys' and girls' schools in the same locality in place of a mixed school, aid cannot be granted to separate schools unless there is satisfactory evidence that each school will have an average attendance of at least fifty pupils.

188. If the building in which a school is conducted is unsuitable, a new school to replace the old one should not be provided until the Commissioners shall have considered the question of its necessity, having regard to the school accommodation in the locality.

189. As a general rule, a National school, in order to continue to be recognised by the Commissioners, must have an annual average daily attendance of at least twenty pupils between the ages of three and fifteen years of age.

\* [For the special regulations as to the payment of the teachers where two separate boys' and girls' schools are amalgamated see schedule III. (b.) p. 51.]

## CHAPTER XIV.

BUILDING, FURNISHING, AND IMPROVEMENT GRANTS FOR  
SCHOOL-HOUSES, &c.

(Important changes in the system embodied in the rules in this chapter are at present under consideration.)

190. The Commissioners award aid towards building school-houses and providing suitable fittings and furniture, and for providing science laboratories, accommodation for instruction in cookery and laundry, workshops, &c., in certain cases. This aid is given for vested schools only.

Conditions of  
Grants.

191. Before any grant is made towards building a school-house, the Commissioners must be satisfied—

(a.) that a necessity exists for such a school ;

(b.) that an eligible site has been procured ;

(c.) that a proper lease of the site for the purposes of National Education shall be executed either to trustees, or to the Commissioners in their corporate capacity ;

(d.) that whatever aid in addition to the grant is necessary for erecting the house and providing furniture, according to the approved plans and specifications, shall be supplied by local contribution ; and

(e.) that when the school comes into operation such local aid shall be provided in supplement of the teacher's emoluments from the Commissioners as they may deem necessary.

192. In rural districts, if the proposed site for a school is within three statute miles by road of a vested National school, no grant is made, except in special circumstances.

193. (a.) The site should be healthy, with a supply of pure water conveniently near, should be easy of access, and must be approved by the Board of Public Works. (b.) As a rule, sites should not be less than a rood or thereabouts in extent, and for large schools a greater extent may be required. (c.) The Commissioners do not contribute towards the cost of obtaining sites.

194. In cases of applications for building grants for adjoining boys' and girls' schools, grants for separate schools can not be made unless there is an average attendance of at least 50 pupils in each school.

195. Although the Commissioners do not refuse aid towards the erection of school-houses on ground connected with places of worship, yet they much prefer that they should be erected on ground which is not so connected, where it can be obtained ; they therefore require that, before Church, Chapel, or Meeting-house ground is selected as the site of a school-house, strict inquiry should be made whether any other convenient site can be obtained, and that the result shall be reported to them.

196. (a.) The school premises to be vested in the Commissioners must be held either in fee-simple, or at a nominal rent; (b.) those to be vested in trustees must either be held at a nominal rent, or must be indemnified by special sureties against any liability for rent; and (c.) the lease of premises not held in fee-simple must be for such a term as, in the circumstances, the Commissioners may deem necessary.

197. The Commissioners determine what amount of school accommodation should be provided in the proposed building; and the cost of the house, &c., is determined by the number of children which it is intended to accommodate. (For the special regulations concerning building, furnishing, and improvement grants, see schedule XV., p. 70.)

198. Loans for the erection of non-vested school-houses, Training colleges, and teachers' residences are made by the Board of Public Works on the recommendation of the Commissioners. Grants may also be made towards the erection of a teacher's residence. (For the special regulations see schedule XVI., p. 72, and schedule XVII., p. 74.)

199. Under the Irish Education Acts, 1892 and 1893, sites for school-houses or teachers' residences may be compulsorily acquired, under prescribed conditions.

## CHAPTER XV.

### ELEMENTARY EVENING SCHOOLS.

200. The Commissioners consider applications for grants to evening schools from managers of National schools, committees, or other suitable persons, on condition that these schools shall not receive aid from any other public department for the same work, and that they shall be subject to the general rules of the Commissioners, except in so far as the general rules may be modified by these special rules.

No grants may be claimed under these regulations on account of any student in respect of whom grants are claimable under the regulations of the Department of Agriculture and Technical Instruction for the administration of the Science and Art grants for schools other than day secondary schools.

201. (a.) Evening schools must not meet before 4 p.m., except on Saturday, when the meetings must not take place before 3 p.m.

(b.) A meeting must be of at least two hours' duration.

(c.) The time of a meeting must be devoted exclusively to secular instruction.

202. There must be 70 meetings in a session to warrant the full payment of the fee allowed (see 203 (b)). If, through exceptional causes, a school meets less often, a *pro rata* payment may be made, provided that the total number of meetings is not less than 45. Only one session of an evening school can be held within twelve months, and only four meetings of a school can be held in any week.

203. (a.) The minimum average attendance entitling a school to the payment of the grant and to continued recognition is 10.

(b.) The average attendance is calculated by dividing the total number of complete attendances made by eligible pupils (rule 207) during the school session by the number of meetings. A pupil's attendances cannot be included in calculating the average attendance unless he has been present during at least 18 meetings of the class. For each unit of the average attendance the manager or committee of the school may be allowed a fee of 17s. 6d. or of 15s. The rate of the fee may be reduced at the discretion of the Commissioners. No higher fee than 10s. is paid unless at least 25 per cent. of the pupils in attendance are successfully taught two or more of the subjects specified as additional subjects in rule 209 (a.)

*Rates of Fee.*

(c.) The rate of the fee is determined as a rule by the report of the inspector on the school at the end of the session. Payment at the rate of 17s. 6d. is granted only where the report is specially satisfactory.

(d.) The payment of the grants is made after the end of each session.

*Premises.*

204. The school must be held in suitable premises having sufficient accommodation, suitably lighted and heated when necessary. Schools are not recognized in teachers' residences, nor if situated in remote places difficult of access from a public road.

*Teachers.*

205. (a.) The managers or the committees employ the teachers and arrange the amount of their remuneration.

(b.) The teachers may be persons (lay or clerical) over 18 years of age, approved as qualified by the inspectors. Teachers who have retired from the service on retiring allowances are not eligible as teachers of evening schools. A teacher of a day National school can be recognized as teacher of only one evening school. If his day school is not efficiently conducted, he cannot be recognized as a teacher of an evening school.

(c.) The Commissioners determine as to the adequacy of the staff. As a rule, no teacher in an evening school should have charge of more than thirty pupils.

206. As a rule, no evening school can be attended by pupils of both sexes. On the application of the manager leave may be given in exceptional cases for the attendance of both sexes at an evening school.

*Pupils.*

207. Persons over fourteen years of age, children excused from attendance at school under the provisions of the Irish Education Act of 1892, and children unable to attend day schools, are eligible as pupils of an evening school. No person can be recognized as a pupil of more than one evening school at the same time, nor can any pupil in actual attendance at a day National school be recognized as a pupil of an evening school for the purposes of payment. Persons not included in those defined as eligible pupils may attend evening schools, but cannot be taken into account in the calculation of the average attendance.

208. (a.) A time table for each school must be drawn up and submitted for approval.

(b.) Registers and roll books, approved by the Commissioners, must be kept. The rolls must be completely marked before the termination of the first quarter hour of each meeting. The attendance mark must be cancelled if any pupil leaves before the end of a meeting. The registers and rolls must be checked and certified in the schoolroom during the time of a meeting, at least once a month, by the manager or by some suitable person deputed by the manager or by the committee.

Time Table,  
Registers and  
Roll Books.

(c.) The school must be at all times open to inspection by the Commissioners or their officers.

209. (a.) Any of the elementary subjects taught in all day National schools may be taught in evening schools, together with the following additional subjects :—

Subjects of  
Instruction.

- Advanced arithmetic and algebra.
- Geometry and mensuration.
- Irish.
- French.
- Latin.
- Shorthand and typewriting.
- Elementary science.
- Model drawing.
- Geometrical drawing.
- History of Great Britain and Ireland (a period of).
- Cookery.
- Book-keeping.

(b.) A syllabus of the subjects to be taught in each evening school must be submitted for approval at the commencement of the session.

(c.) At least two subjects should be taught in each evening school, but not necessarily at each meeting. Reading, writing, and arithmetic must be taught in every evening school to such pupils as are not already qualified in these subjects. No payment is allowed in respect of any pupil who is taught other subjects only, unless the inspector is satisfied that the pupil has a sufficient elementary knowledge of reading, writing, and arithmetic.

210. No political or polemical business, or business other than that laid down in the approved time table of the school, must be transacted during the time of meeting.

211. (a.) Evening schools must not be conducted for the private profit of the manager or committee. All the state grant must be expended on the schools and teachers.

(b.) The managers must submit a satisfactory return of the expenditure at the end of the school session.

(c.) The scale of fees (if any) to be charged to the pupils must be submitted to the Commissioners for approval.

212. Evening schools are supplied with books, &c., on the same conditions as day National schools.

213. (a.) The Commissioners may, whenever they think fit, withdraw their grants from any evening school.

(b.) The continuance of the grants depends on the observance of the foregoing conditions and on the nature of the inspector's report at the end of a school session.

214. In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the conditions set forth in schedule XIX., p. 129.

P. E. LEMASS, }  
W. J. DILWORTH. } *Secretaries.*

OFFICE OF NATIONAL EDUCATION,

*July, 1906.*



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## SCHEDULE I.

## "SCRIPTURE LESSONS" AND "SACRED POETRY."

\* The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the schools, nor do they allow them to be read as part of the ordinary school business (during which all children of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children.

In such cases the use of these books is prohibited except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time-table of the school; that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the school-room.

When using the "Scripture Lessons," the teachers are prohibited, except at the times set apart for religious instruction, from putting the children any other questions than those appended at the end of each lesson.

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## SCHEDULE II.

## WORKMISTRESSES, JUNIOR LITERARY ASSISTANTS, AND INDUSTRIAL TEACHERS.

(No new appointments are made).

1. Workmistresses in the service on the 1st April, 1900, may continue to be employed for the purpose of giving instruction in needlework so long as

(1.) the average attendance of girls does not fall below 20; \* †

(2.) a mistress is not employed in the school.

2. Workmistresses are required to attend for only two hours a day, and, if competent, they must assist the teachers generally in conducting the school during the time they are not employed in giving instruction in needlework.

3. Salary is withdrawn from junior literary assistants and workmistresses under the same conditions as those laid down in the case of assistants.

4. (a.) So long as an industrial teacher is employed in any school, such teacher is charged with the general supervision of the entire industrial education in the school, including the plain needlework, &c., prescribed in the programmes of the several standards, and is personally responsible for the efficient instruction and training of a special industrial class, composed of extra young women, and of such pupils as may have passed through the ordinary literary course of the school.

(b.) Each member of the special industrial class must be engaged in receiving industrial instruction daily for such time as in consideration of the nature of the industry pursued, may be deemed adequate.

(c.) The recognition of a special industrial teacher does not relieve the ordinary mistresses of the school from the obligation of giving efficient practical instruction, under the supervision of the special industrial teacher, in plain needlework, &c., to the pupils of the school.

(d.) To warrant the continued recognition of a special industrial teacher, there must be a separate workroom, suitably furnished, and used for the instruction of the special industrial class.

(e.) In every industrial department a separate roll book and separate daily report book must be kept for the special industrial class.

5. Industrial teachers in the service prior to the 1st April, 1900, having incomes from the State greater than those now fixed for junior assistant mistresses will retain such incomes as personal, so long as they may remain in their present schools.

\* If an assistant master is employed in the school there must be an average of at least 70 to warrant the continued recognition of a workmistress.

† For workmistresses in the service on 1st October, 1898, the number which qualifies for continued recognition is 12 so long as they continue in the school in which they were then serving.

## SCHEDULE III.]

## (a.) REGULATIONS RESPECTING PAYMENTS TO TEACHERS.

1. The school returns furnished in connection with the claims for payment of salaries, must be examined and checked by the local manager, and the certificate printed at the foot of such returns must be signed by him without alteration.
2. If a manager finds it necessary to be absent from the locality for an interval, previously to his leaving some suitable person resident in the locality should be nominated for the approval of the Commissioners as "manager pro tempore." Otherwise, delays in the payment of salaries may take place.
3. Where the payment of the teacher's claim would otherwise be delayed owing to the illness, death, or removal of the recognized manager, or to other exceptional causes, the amounts due may be paid through the inspector, or through any respectable resident, approved by the Commissioners, who will undertake to certify and sign the usual returns to be furnished for the school.
4. Every claim for the salary must be signed by the teacher who is to receive the amount therein specified, and unless in exceptional circumstances it must also be certified by the manager of the school.
5. Whenever a manager advances money to a teacher on account of salary payable by the Commissioners of National Education, he should take a receipt for the same (stamped if the amount be £2 or upwards), stating that it is on account of such salary, in order to have a proper voucher to produce to the Office of National Education for repayment.
6. If a teacher leave a National school and authorize the manager or some other person to receive payment of money accruing to him from the Commissioners, such authority must be given in writing, or the amount will not be paid.
7. Incoming teachers receive salary only from the date of commencing duty, subject in regard to payment for days of current vacation, &c., to the decision of the Commissioners.
8. If a teacher die intestate, or if letters of administration be not taken out payment may be made to the next-of-kin on a declaration being made before a magistrate on a form that will be supplied to the applicant, that he or she is the next-of-kin and is entitled to receive any balance of pay awarded to the deceased, and, further, that the whole amount due to the deceased from public funds does not exceed £100.

## (b.) SPECIAL REGULATIONS RESPECTING PAYMENT TO TEACHERS OF BOYS' AND GIRLS' SCHOOLS WHICH HAVE BEEN AMALGAMATED.

Where two separate boys' and girls' schools are amalgamated and the principal of the separate girls' school is retained as assistant in the amalgamated school, grants for such assistant are available even though the average attendance should not be 50.

Salary is not withdrawn from the privileged assistant on account of insufficient average attendance.

The Residual Grant is distributed as follows:—

Principal (i.e. the School Master. 1—35 (Boys only).	Privileged Assistant (i.e. the School Mistress) 1—65 (Girls only).	II. Assistant.  1—35. of the remaining Boys and Girls.	III. Assistant.  1—35. &c., &c.
--	--	--	--

The privileged assistant receives a salary independent of Residual Capitation Grant not less than the salary which she was in receipt of as principal of the separate school before the amalgamation.

The principal teacher of the combined school is eligible for promotion and increments on the total average attendance of boys and girls.

## SCHEDULE IV.

PREMIUMS FOR TEACHERS, REID EXHIBITIONS AND PRIZES, AND PRIZES  
IN IRISH.*Carlisle and Blake Premiums.*

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from the Private Bequests' Fund in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model schools, Convent schools, or other special schools are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums will be distributed in premiums of £5 each—three for the most deserving principal teachers in each of the circuits every fourth year, upon the following conditions:—

(a.) that the average attendance and the regularity of the attendance of the pupils are satisfactory;

(b.) that a fair proportion of the pupils have passed in the higher standards,

(c.) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a girls' school (rural or town), needlework is carefully attended to;

(d.) that the state of the school has been reported during the previous two years as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded are published in the Annual Report of the Commissioners.

*Worship Premiums.*

Marlborough-  
street Training  
College.

The annual interest on £100, bequest of the late Rev. W. T. Worship, Rector of Beeston, Norfolk, is allocated by the Commissioners as premiums to those two of the King's scholars sent up for training who shall, upon examination by the professors, appear best prepared for entering on the course of training in the Commissioners' college, Marlborough-street.

*Reid Exhibitions.*

The trustees of the will of the late R. T. Reid, Esq., LL.D., of Bombay, in pursuance of the express stipulations of the testator, have authorized the Commissioners of National Education to apply £80 a year out of the proceeds of his bequest to the maintenance of two Reid exhibitions in Trinity College, Dublin, of the value of £40 each, to enable students of the county Kerry, who have successfully passed the final examination at the close of their course of training in the Marlborough-street Training college, to matriculate in Trinity College, and to pass on without dropping a year, to the degree of Arts.

The recommendations of candidates for the Reid exhibitions, Trinity College, are made by the professors of the Marlborough-street Training college.

*Prizes for Irish—King's Scholars -*

Prizes, not exceeding thirty in number, may be awarded annually to King's scholars, who, at the close of their final year of training, pass the examination generally and obtain a certificate of competency to teach Irish. \*

No teacher already "certificated" in Irish is eligible for a prize.

A prize is not awarded to any student who does not display adequate colloquial knowledge of Irish.

If more than thirty King's scholars satisfy the required conditions, the prizes are awarded to the best answers, irrespective of what college they have attended.

The prize for each King's scholar is £5.

A sum of £10 may also be awarded to every teacher who has obtained a prize of £5 as a King's scholar at the final examination for King's scholars, and who is thereafter reported to have shown high merit in the teaching of Irish for two consecutive years in a National school.

*Reid Prizes.*

Monitors, Co.  
Kerry.

The trustees of the Will of the late R. T. Reid, Esq., LL.D., of Boshay, who bequeathed £9,435 towards the advancement of education in the county Kerry (his native county), have authorized the following scheme of prizes to be awarded out of the proceeds of the bequest by the Commissioners of National Education.

The Reid prizes are awarded to the six best answers amongst the monitors of the National schools of the county Kerry, at examinations held at the end of their third and fifth year of service, provided that the answering in every case shall be of a satisfactory character. The following is the scale of prizes:—

(A.) AT END OF MONITOR'S THIRD YEAR OF SERVICE:—			(B.) AT END OF MONITOR'S FIFTH YEAR OF SERVICE:—		
	..	£		..	£
First Prize,	..	20	First Prize,	..	25
Second Prize,	..	18	Second Prize,	..	22
Third Prize,	..	16	Third Prize,	..	20
Fourth Prize,	..	14	Fourth Prize,	..	18
Fifth Prize,	..	12	Fifth Prize,	..	16
Sixth Prize,	..	10	Sixth Prize,	..	14
		<u>100</u>			<u>£115</u>

## SCHEDULE V.

## TEACHERS' RETIRING GRATUITIES AND PENSIONS.

*Old System.*

f (a.) Teachers who, being in the service at the time of the passing of the National School Teachers' Act of 1879 (42 & 43 Vic., cap. 74), declined to submit to deduction from their salaries for pensions, are eligible for retiring gratuities from the Commissioners when, from old age or infirmity, obliged to retire. (b.) The gratuity is calculated at the rate of one year's salary (old regulations) [augmented by 20 per cent. in the case of principal and assistant teachers, and also by the amount of the bonus (if any) under the Irish Education Act of 1892, in the case of assistant teachers] from the Commissioners, for ten years' service. (c.) This rate is subject to reduction.

(d.) In each case the gratuity is paid only with the express sanction of the Lords of His Majesty's Treasury. (e.) Should the teacher die before the retiring gratuity has been granted by the Commissioners of National Education (subject to the sanction of the Lords of His Majesty's Treasury) no payment thereof can be made to his or her representatives.

*New System (Pensions Act, 1879).*

*For Rules, &c., under the Act, see Appendix.*



## SCHEDULE VI.

*School Grant (Irish Education Act, 1892).*

The following are rules for administering the Parliamentary school grant under the 18th section and 4th schedule of the Irish Education Act, 1892, 55 & 56 Vic., ch. 42:—

1. The average rate of school-fees for the year 1891 is computed by taking the school-fees received during that year for subjects taught either wholly or partly within the ordinary school hours from pupils of over 3 and under 15 years of age, and dividing these fees by the average daily attendance for that year of pupils within these ages.

2. In schools where the average rate of school-fees received from children of over 3 and under 15 years of age, during the year 1891, was not in excess of six shillings for each child of the number of such children in average attendance, no school-fee is chargeable to any such child for any subjects taught either wholly or partly within the ordinary school hours.

3. School-fees may be charged to pupils of 15 years of age and upwards. Fees may also be charged to children under 15 years of age for extra or optional subjects taught wholly outside the ordinary school hours; but in no circumstances may fees for extra or optional subjects be charged to such children, even though the instruction is given wholly outside the ordinary school hours, if the payment is to be a condition of admission to the school.

4. In schools where the average rate of school-fees, during the year 1891, was in excess of six shillings for each child of the number of children between 3 and 15 years of age, in average daily attendance, fees may be charged to such children; but the total amount of fees shall not be such as to make the average rate of fees for all children in average attendance at the school, exceed for any year the amount of the said excess. Fees for any subjects taught either wholly or partly within the ordinary school hours, are held to be school fees for purposes of this rule, and must be included in determining the average rate charged.

5. In respect of school-fees, no scale of fees shall be altered or fixed except with the approval of the Commissioners. And should the application of the scale sanctioned for any school result in the levy of an average fee in excess of the authorized limit, such excess should be refunded to the parents or guardians.

6. All schools brought into connexion as National schools on or after the 1st January, 1892, shall, if receiving the school grant, be free of school-fees for pupils over 3 and under 15 years of age.

7. Evening schools are excluded from the benefit of the school grant.

8. Payment shall be made subject to the existing rules and regulations of the Commissioners in respect of average daily attendance of pupils, as provided in the first clause of the fourth schedule, viz. :—

- (a.) in augmenting by 20 per centum the existing rate of class salaries of teachers and of salaries of assistant teachers, and
- (b.) in augmenting by three shillings and sixpence the capitation grant to schools receiving such grants and not having teachers paid by class salaries; the latter augmentation to be an augmentation of the ordinary capitation grants as computed under the rules of the Commissioners, existing at the time of the passing of the Act, in respect of average daily attendance.

9. (a.) The bonuses for assistants under the second clause of the fourth schedule shall be annually granted to all assistants of five years' standing or over who are classed higher than third class.

(b.) In case of interrupted service as assistant, if the period of interruption be spent as principal teacher, such service may count for bonus.

10. Schools that have an average daily attendance of twenty and under thirty pupils over 3 and under 15 years of age, are recognized and aided, under the third clause of the fourth schedule, as schools entitled to "third class salary," &c.

11. The payment of the residue under the fourth clause of the fourth schedule is to be made on the average daily attendance, computed on attendance of pupils over 3 and under 15 years of age.

12. The unit of distribution of the residue shall be found by dividing the estimated residue as nearly as possible by the aggregate average daily attendance of pupils over 3 and under 15 years at schools receiving the school grant.

Fractions of a penny to be omitted.

13. The average daily attendance at the schools receiving the school grant shall, for the purposes of the residual capitation grant, be the average daily attendance for the periods to which the payments respectively relate.

14. (a.) The twenty per cent. increase under the first clause of the fourth schedule shall be computed on the class-salary portion of the salaries of principals and assistants of Model and practising schools.

(b.) The bonuses, under the second clause of the fourth schedule, shall be annually granted to all assistants in such schools of five years' service and over.

(c.) The general rules determining the average rate of excess-fee, if any, shall be applied in the case of those schools.

(d.) The school fees of Model schools are distributed on a basis specially determined by the Commissioners.

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## SCHEDULE VII.

## FORMS OF AGREEMENT.

## AGREEMENTS BETWEEN MANAGERS AND TEACHERS (PRINCIPALS AND ASSISTANTS).

The following are the four forms of agreement provided by the Commissioners :—

## FORM NO. 1.

MEMORANDUM OF AN AGREEMENT made the       day of       , 19       , between the local manager of the       school (hereinafter called the manager) of the one part, and       teacher of the said school (hereinafter called the teacher) of the other part :

I. The manager agrees to employ the teacher as the       teacher of the school, from the       day of       19       , henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment.

II. The manager shall have absolute power to determine the said employment, at any time without previous notice, on payment by him to the teacher of three months' grade salary.

III. The manager shall also have power to determine the said employment, without previous notice, for misconduct or other sufficient reason; but in every case of such determination the teacher shall be entitled to three months' grade salary, to be paid by the manager, unless such manager shall obtain the declaration of the opinion of the Commissioners of National Education, that such determination of employment was for sufficient cause, in which latter case the teacher shall not be entitled to any compensation.

IV. In the event of the employment being determined by the manager on the ground of misconduct or other sufficient reason (under Article III.), the opinion of the Commissioners of National Education that such determination was or was not justified shall be conclusive and final to all intents and purposes, and a letter to that effect, signed by the acting Secretaries or Secretary of the Commissioners, shall be conclusive evidence between the parties of such opinion.

V. In case the teacher shall determine the said employment at any time without giving three calendar months' notice as hereinbefore provided (except for good and sufficient reason testified by the opinion of the Commissioners, and evidenced by a letter signed as above mentioned), he shall forfeit any salary and emoluments or any part of such salary and emoluments, then due to him, as the Commissioners may order.

VI. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

VII. The salary and emoluments of the teacher are as follows :—

*[Here insert the salary and emoluments]*

NOTE.—Any entry in either of these forms of agreement at variance with the spirit and conditions of rule 105 (c), will render the agreement invalid. The responsibility of a manager under an agreement ceases from the date of his retirement from the office of manager, or the withdrawal of salary from the teacher by the Commissioners.

## FORM No. 2.

MEMORANDUM OF AN AGREEMENT made the            day of           , 19           , between  
local manager of the            school (hereinafter called the manager)  
of the one part, and            teacher of the said school (hereinafter called  
the teacher) of the other part :

I. The manager agrees to employ the teacher as the            teacher of the  
school, from the            day of           , 19           , henceforth until the expiration of three  
calendar months from the date at which notice in writing shall have been given  
by either side to the other to determine the said employment.

II. The manager shall have absolute power to determine the said employment  
at any time without previous notice to the teacher; but in every such case (not  
coming under Article III.) he shall be bound to pay to the teacher three months' grade  
salary, recoverable as a debt.

III. The manager shall also have power to determine the said employment,  
without previous notice, for misconduct or other sufficient reason; in which case  
the teacher shall not be entitled to any compensation.

IV. In case the teacher shall determine the said employment at any time  
without giving three calendar months' notice, as heretofore provided (except  
for good and sufficient reason), he shall pay to the manager three months' grade  
salary, recoverable as a debt.

V. The duties of the teacher shall be such as are in accordance with the rules  
of the Commissioners.

VI. The salary and emoluments of the teacher are as follows :—

[Here insert the salary and emoluments.]

NOTE.—Any entry in either of these forms of agreement, at variance with the  
spirit and conditions of rule 106 (c), will render the agreement invalid. The  
responsibility of a manager under an agreement ceases from the date of his retire-  
ment from the office of manager, or of the withdrawal of salary from the teacher  
by the Commissioners.

## FORM No. 3.

MEMORANDUM OF AN AGREEMENT made the            day of           , 19           , between  
local manager of the            National school (hereinafter called  
the manager) of the one part, and            teacher of the said school (herein-  
after called the teacher) of the other part :

I. The manager agrees to employ the teacher as            teacher of the  
school, from the            day of           , 19           , henceforth until the expiration of  
three calendar months from the date at which notice in writing shall have been  
given by either side to the other, to determine the said employment; provided that  
such notice on the part of the manager shall be countersigned by           ,  
hereinafter called the referee.

II. The manager, with the written concurrence of the referee, shall have power  
to determine the said employment at any time without previous notice to the  
teacher; but in every case of dismissal without three months' notice, the manager  
shall be bound to pay to the teacher three months' grade salary, unless the manager  
shall obtain the declaration of the opinion of the Commissioners of National  
Education, that such determination of employment be for misconduct or other  
sufficient cause, in which case the teacher shall not be entitled to any compensation.

III. In the event of the employment being determined on the ground of misconduct or other sufficient cause, the opinion of the Commissioners that such determination was or was not justified shall be final to all intents and purposes, and a letter, signed by the acting Secretaries or Secretary of the Commissioners, shall be conclusive evidence between the parties of such opinion.

IV. In case the teacher shall determine the said employment at any time without giving three calendar months' notice (except with the consent of the manager, or for such cause as in the opinion of the Commissioners evidenced by a letter signed as above mentioned, shall be sufficient), he shall forfeit to the manager an amount equal to three months' grade salary, which may be deducted from any moneys payable to him by the Commissioners at the time or subsequently.

V. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

VI. The conditions endorsed hereon shall form part of this agreement.\*

VII. The salary and emoluments of the teacher are as follows:—

[Here insert the salary and emoluments.]

FORM No. 4.

MEMORANDUM OF AN AGREEMENT made the \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, between \_\_\_\_\_ local manager of the \_\_\_\_\_ National school (hereinafter called the manager) of the one part, and \_\_\_\_\_ teacher of the said school (hereinafter called the teacher) of the other part:

I. The manager agrees to employ the teacher as \_\_\_\_\_ teacher of the school, from the \_\_\_\_\_ day of \_\_\_\_\_ 19\_\_\_\_, henceforth until the expiration of three calendar months from the date at which notice in writing shall have been given by either side to the other to determine the said employment; provided that such notice on the part of the manager shall be countersigned by \_\_\_\_\_, hereinafter called the referee.

II. The manager, with the written concurrence of the referee, shall have power to determine the said employment at any time without previous notice to the teacher; but in every case of dismissal without three months' notice, the manager shall be bound to pay to the teacher three months' grade salary, unless such determination of employment be for misconduct or other sufficient cause, in which case the teacher shall not be entitled to any compensation.

III. In case the teacher shall determine the said employment at any time without giving three calendar months' notice (except with the consent of the manager or for such cause as the referee shall deem sufficient), he shall forfeit to the manager an amount equal to three months' grade salary, which may be deducted from any moneys payable to him by the Commissioners of National Education at the time or subsequently.

\* CONDITIONS OF AGREEMENT.

1. Any addition to, or modification of, this form of agreement at variance with any of the rules and regulations of the Commissioners, shall be invalid.

2. The responsibility of a manager under this agreement ceases from the date of his retirement from the office of manager, or of the withdrawal of salary from the teacher by the Commissioners.

3. In the case of schools under clerical managers, and in all other cases where such an arrangement is desired, the Commissioners will be prepared to recognize as referee the Ordinary or other ecclesiastical Superior, for the time being, of the diocese or district in which the school is situated. When the title only (omitting the name) of such referee is entered, the religious denomination of the referee should be stated.

4. The Commissioners of National Education themselves may be named as the referee. The referee may be one or more individuals, or a committee or other body of persons, named for the purpose in the agreement, and recognized by the Commissioners.

5. When the referee has been appointed under condition 3, the manager and teacher, on the occurrence of a vacancy in the office of referee, should enter into a new agreement, and until this is done the Commissioner of National Education shall have all the powers of the referee. In future neither teachers nor managers are to be recognized as referees, except in the case of the persons or bodies mentioned in the conditions endorsed on the forms of agreement, Nos. 3 and 4.

IV. The duties of the teacher shall be such as are in accordance with the rules of the Commissioners.

V. The conditions endorsed hereon shall form part of this agreement.\*

VI. The salary and emoluments of the teacher are as follows:—

[Here insert the salary and emoluments.]

NOTE.—The forms of agreement provided for manual instructresses and work-mistresses are identical in terms with those for principal and assistant teachers except that the word "grade" before salary does not appear in any of the sections.

AGREEMENT to be executed by NATIONAL TEACHERS or other CANDIDATE  
KING'S SCHOLARS on admission into a Training College.

I hereby agree and declare in consideration of my being admitted in to the Training College that I will use my best endeavours to qualify myself thoroughly for the calling or occupation of teacher, and that so soon as I shall be duly declared so qualified I will forthwith adopt and follow that calling or occupation in some public elementary school, namely, in a National school or Training College, or in an Army or Navy School, or in a Poor Law Union school, or a certified Industrial or Reformatory school in Ireland.

I also hereby agree that in the event of my leaving the said college and absenting myself for a period of \_\_\_\_\_ days therefrom before the completion of my course of \_\_\_\_\_ year without the express permission of the college authorities, or in case I shall be dismissed from the said college for breach of its rules and regulations, or for other misconduct, or in case I shall not within a reasonable period after the completion of my said course of Training, fulfil to the satisfaction of the Commissioners of National Education, who shall be the sole and absolute judges of the reasonableness of such period, a probationary service of two years as public elementary teacher if afforded opportunity of such employment, then that I will on the request of the Commissioners of National Education pay and refund to them such sum as they may determine as having been advanced by them to the said College in consideration of my maintenance and tuition whilst resident therein.

Signature, \_\_\_\_\_

Date, \_\_\_\_\_

Witness, \_\_\_\_\_

\* For conditions see footnote p. 59.

CARETAKERS' AGREEMENT IN THE CASE OF AN OFFICIAL RESIDENCE  
PROVIDED FOR A TEACHER.

I, the undersigned, \_\_\_\_\_ teacher of the \_\_\_\_\_ National school,  
roll no. \_\_\_\_\_ do hereby acknowledge that I have been put into possession of \_\_\_\_\_  
situate in the townland of \_\_\_\_\_ barony of \_\_\_\_\_ and  
county of \_\_\_\_\_ by \_\_\_\_\_ manager of the said school, in my capacity of  
teacher of the \_\_\_\_\_ National school, and for the purpose of a teacher's  
residence, and not otherwise, and on condition that said premises are to be occupied  
and taken care of by me for the said \_\_\_\_\_ as manager of said school, and for his  
successor for the time being in the office of such manager so long only as I shall  
lawfully continue to be such teacher in conformity with the rules of the Com-  
missioners of National Education, and not as yearly tenant or further or other-  
wise; and I hereby undertake not to erect or cause to be erected upon the said  
premises any out-house, stable, building, or structure of any kind, without the  
previous consent of the Commissioners of National Education, given over the  
signature of one of their Secretaries, and I hereby further undertake forthwith  
to deliver up free and undisturbed possession of the said house, offices, garden  
and all buildings or structures on the said premises to the said \_\_\_\_\_ or other  
the manager for the time being of the said school whenever I shall cease to be such  
teacher and caretaker, as witness my hand this \_\_\_\_\_ day of \_\_\_\_\_ 19 .

Witness present, \_\_\_\_\_

Name, \_\_\_\_\_

Address, \_\_\_\_\_

Occupation, \_\_\_\_\_

\_\_\_\_\_ (Signature of teacher)

## SCHEDULE VIII.

## EXPENSES OF PUPIL-TEACHERS AND MONITORS AT THE ANNUAL EXAMINATION.

Payments are made for travelling and lodging to pupil-teachers, monitors, &c., attending the annual examination, under the following conditions:—

(a.) where there is no railway or other public conveyance to the place of examination, the actual expenses may be allowed, provided the total cost for the entire journey each way does not exceed 2*d.* per statute mile;

(b.) where there is a public conveyance available, the fare by it is allowed, provided the total cost for the entire journey each way does not exceed 2*d.* per statute mile;

(c.) for railway journeys, third class fare only is allowed to men, but second class fare may be allowed to women when they have paid it; but where a return ticket can be procured the cost of such ticket only should be charged;

(d.) The lodging allowance may be estimated at 2*s.* per night (for each day of the examination), with one night additional when the school is situated at an inconvenient distance from the place of examination;

(e.) no expenses are payable when the school is under four statute miles from the town where the examination is held;

(f.) persons who have already been examined for recognition, either as teachers or monitors, are not entitled to any allowance;

(g.) no expenses will be paid to candidates for certificates of competency to teach extra subjects, or to candidates for admission to Training colleges.

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## SCHEDULE IX.

## CRITICISM LESSONS FOR MONITORS AND PUPIL-TEACHERS.

The Commissioners require that, in addition to the general supervision which the principal of a school at present exercises over the teaching of the pupil-teachers and monitors during the school hours, there should be a formal criticism lesson once each week.

This criticism lesson should be conducted as far as possible in the following manner :—

I. The principal should specify the lesson to be taught in a given subject, and should explain in some detail to the pupil-teachers or monitors the best methods of presenting the subject to the class. The pupil-teachers or monitors should then prepare notes of a short lesson. The notes should be handed in to the principal teacher for the purpose of correction and revision at least two days before the day fixed for the lesson.

II. This lesson should be taught to a class of not fewer than twenty pupils.

III. The lesson should, as a rule, be given during the half-hour (or possibly three-quarters of an hour) immediately preceding or following the four hours which constitute an attendance.

IV. The whole staff of the school should be present, and should write criticisms and make suggestions.

V. The principal or one of the assistants should occasionally give a specially prepared lesson as a model lesson for the junior staff.

VI. A record of the criticism and model lessons should be kept. The notes, with the principal's written criticism, should also be preserved for the information of the inspector, and presented to him at his next visit. (The inspector should be informed of the days and hours fixed for criticism lessons).

VII. The lessons given from week to week should form for a period of six weeks a continuous series in the same subject. The subject should be one of the regular class subjects, and the pupils should not previously have been taught the matter of the lesson.

VIII. When a lesson has not been taught satisfactorily it should be again taught by the pupil-teacher or monitor as an ordinary class lesson.

IX. In schools where there are several pupil-teachers and monitors, each should be required to prepare notes of the same lesson, and successive heads of the lesson might be taught by different members of the junior staff.

## SCHEDULE X.

## CERTIFICATE OF MERIT.

The Commissioners of National Education in Ireland have awarded this Certificate of Merit to \_\_\_\_\_, a pupil over thirteen years of age in \_\_\_\_\_ National school, in the county of \_\_\_\_\_.

It is certified that the holder has been enrolled in the seventh standard for at least one year, and has in the opinion of the Commissioners' Inspector attained to satisfactory proficiency in the courses of English, Arithmetic, and Geography prescribed for that standard.

The holder's proficiency in the various subjects of the school course is set forth by the principal teacher on the back of this certificate and his character and conduct are certified by the principal teacher and by the manager of the school,

Senior Inspector.

SUBJECTS.	OPINION OF TEACHER.
Reading and Explanation, .. .. .	.. .. .
Handwriting, .. .. .	.. .. .
Composition (including English Grammar), .. .. .	.. .. .
Arithmetic, .. .. .	.. .. .
Geography, .. .. .	.. .. .

ADDITIONAL SUBJECTS.	OPINION OF TEACHER.

I certify that the foregoing statements represent my opinion of \_\_\_\_\_'s proficiency in the subjects of instruction mentioned above, and that his character and conduct have been \_\_\_\_\_.

Principal Teacher.

Counter-signature of the Manager.

## SCHEDULE XI.

(a.) *Factory and Workshop Act, 1901.*

Extracts from Sections 68 and 71 of the Act :—

The parent of a child employed in a factory or workshop shall cause that child to attend some recognized efficient school (which school may be selected by the parent), as follows :—

(a.) The child, when employed in a morning or afternoon set, must in every week, during any part of which he is so employed, be caused to attend on each work day for at least one attendance; and

(b.) the child, when employed on the alternate day system, must on each work day preceding each day of employment be caused to attend for at least two attendances;

(c.) An attendance for the purposes of this section shall be an attendance as defined for the time being by the Secretary of State, with the consent of the Board of Education, and be between the hours of eight in the morning and six in the evening.

When a child of the age of thirteen years has obtained from a person authorized Section 71. by the Board of Education a certificate of having attained such standard of proficiency in reading, writing, and arithmetic, or such standard of previous due attendance at a certificated efficient school as is mentioned in this section, that child shall be deemed to be a young person for the purposes of this Act.

*Certificates of Proficiency.*

In future principal teachers of National schools should give certificates of proficiency to any of the pupils of their schools who may require them for the purpose of the Factory and Workshop Act, provided such pupils have reached the standard of proficiency prescribed in the following Order :—

Order of the Secretary of State, dated 19th February, 1903, defining, with the consent of the Lord Lieutenant and Privy Council in Ireland, attendance at School, and fixing with like consent a Standard of Proficiency (Ireland).

In pursuance of Sections 68 and 71 of the Factory and Workshop Act, 1901, I hereby make the following Order :—

1. An attendance for the purposes of section 68 of the said Act shall be an attendance at instruction in secular subjects for a period of not less than two hours at some recognized efficient school.

2. The standard of proficiency for the purpose of section 71 of the said Act shall be such proficiency in reading, writing, and arithmetic, as is prescribed for the fifth class or standard in the programme of instruction of the Commissioners of National Education in Ireland.

\* The time fixed must be two or more complete hours. Fractions of an hour cannot be included.

3. Certificates of proficiency may be granted in the same manner as is prescribed for certificates under the Irish Education Act of 1892 by the said Second Schedule to that Act (55 & 56 Vic., chapter 42).

4. The Order of the 15th February, 1879, defining an attendance at a recognized efficient school in Ireland, and prescribing the standard of proficiency and the standard of previous due attendance in Ireland, is hereby revoked.

A. AKERS DOUGLAS,  
*One of His Majesty's Principal  
Secretaries of State.*

WHITEHALL,

18th February, 1903.

On the 10th March, 1903, the Lord Lieutenant and Privy Council in Ireland consented to and approved of the foregoing Order.

Inspectors are required to see that certificates under the Act are issued in the cases contemplated by the 68th Section above referred to.

The Inspectors of National schools are required to co-operate in every way in their power with the sub-inspectors of factories in Ireland, whose duty it is to see that the provisions of the Factory Act are fully complied with.

(B.) IRISH EDUCATION ACT, 1892—SECTIONS 1 AND 2, AND SCHEDULE 2.

*Certificates of Proficiency.*

(Order made in November, 1899).

The Commissioners of National Education, in pursuance of the powers vested in them under the Irish Education Act, 1892, and of every other power enabling them in this behalf, do order, and it is hereby ordered, that from the 1st day of April, 1900, a certificate of proficiency for the purposes of the Irish Education Act, 1892, shall be a certificate issued by the principal teacher of the school which the child has last attended of such proficiency in reading, writing, and elementary arithmetic, as is now prescribed for the fifth class, first stage,\* in the programme of instruction of the Commissioners.

\* Now fifth standard.

## SCHEDULE XII

## (1.)—PUPILS OF INDUSTRIAL SCHOOLS ATTENDING NATIONAL SCHOOLS.

(a.) The accounts of the attendance, &c., of Industrial school pupils must be perfectly separate and distinct from those of the ordinary pupils of the National school. Separate registers, roll books, and daily report books must always be used.

(b.) The attendances of the certified Industrial school pupils must be returned by the Inspector, in a supplemental report, and by the manager, in the school returns, separately from the ordinary pupils, so that payment may not be made by the Commissioners of National Education for the instruction of the Industrial school pupils—such payment being made directly by the Department of Industrial Schools.

(c.) Industrial pupils attending a National school are instructed in precisely the same manner as the ordinary day pupils.

## (2.)—NATIONAL TEACHERS SERVING IN REFORMATORY AND INDUSTRIAL SCHOOLS.

National teachers serving in Reformatory and Industrial schools in Ireland are regarded, and have the same privileges, as National teachers serving in Workhouse National Schools, provided the curriculum in Reformatory and Industrial schools is brought into harmony with the curriculum in National Schools.

## (3.)—BOARDED-OUT PAUPER CHILDREN.

Regulation, concerning boarded-out pauper children, adopted by the Local Government Board, with the approval of His Excellency the Lord Lieutenant:

"The child, when of sufficient age to attend school shall, subject to the approval of the workhouse chaplain of the religious persuasion in which such child is registered, attend the nearest National school, or shall, subject to the approval of the guardians and of such chaplain, attend some other public school, and a certificate of such attendance, signed by the teacher and showing the days of absence, if any, shall be given to the relieving officer each month, provided that if the school be not a National school the child shall be examined annually by an Inspector of the Commissioners of National Education at a convenient time and place, and the result of such examination shall be reported to the guardians."

The Commissioners have intimated to the Local Government Board, that with regard to "boarded-out" pauper pupils attending schools that are not National schools, their inspectors are prepared to examine them at the workhouse nearest or most convenient to them.

Also, that the inspector will give at least one month's notice of his intended examination, at which the Poor Law authorities secure the attendance of "boarded-out" children; and that the Inspector will, in each case, leave an abstract of the answering of each of the children with the master of the workhouse in which the examination is held.

As nearly all the workhouses have National schools attached to them, it is presumed that in many cases inspectors will have the opportunity of inspecting the children referred to, along with the workhouse pupils.

## SCHEDULE XIII.

## SCHOOL REQUISITES.

1. (a.) A first stock of school requisites is furnished gratuitously to each school in proportion to the attendance of children.

(b.) When an unsuitable school-house has been superseded by a suitable school-house erected from private funds, or when a considerable sum derived from private contributions has been expended upon the enlargement or structural improvement of a school-house, a special free stock of school requisites may be granted, on the recommendation of the Inspector.

(c.) Money expended on furniture, apparatus, or repairs cannot be taken into account in deciding a claim for a special free stock.

(d.) These requisites should be kept as a school stock, for which the master or mistress is held responsible, and must not be sold or taken out of the school.

(e.) The school account books are furnished gratuitously to the schools, and are the property of the Commissioners.

(f.) No school account book may be removed from the school except by the inspector, or with his express sanction.

## 2. Scale of grants of school requisites made to new schools, &amp;c.

Class.	Average Attendance.	Amount of Free Grant			Class.	Average Attendance	Amount of Free Grant.					
		£	s.	d.			£	s.	d.	£	s.	d.
1	50 Children or under	4	0	0	16	461 to 425	11	10	0	3	0	0
2	51 to 75	4	15	0	17	426 to 450	12	0	0	3	0	0
3	76 to 100	5	0	0	18	451 to 475	12	10	0	3	0	0
4	101 to 125	5	10	0	19	476 to 500	13	0	0	3	0	0
5	126 to 150	6	0	0	20	501 to 525	13	10	0	3	10	0
6	151 to 175	6	10	0	21	526 to 550	14	0	0	3	10	0
7	176 to 200	7	0	0	22	551 to 575	14	10	0	3	10	0
8	201 to 225	7	10	0	23	576 to 600	15	0	0	3	10	0
9	226 to 250	8	0	0	24	601 to 625	15	10	0	4	0	0
10	251 to 275	8	10	0	25	626 to 650	16	0	0	4	0	0
11	276 to 300	9	0	0	26	651 to 675	16	10	0	4	0	0
12	301 to 325	9	10	0	27	676 to 700	17	0	0	4	0	0
13	326 to 350	10	0	0	28	701 to 725	17	10	0	4	0	0
14	351 to 375	10	10	0	29	726 to 750	18	0	0	4	0	0
15	376 to 400	11	0	0	30	751 to 775	18	10	0	4	0	0
					31	776 to 800	19	0	0	4	0	0

3. (a.) An adequate stock of books and other requisites—approved of by the Commissioners—must be purchased for the use of the school, and for sale to the pupils.

(b.) A copy of the general list of books and requisites sanctioned for use, showing the price to the pupils of each article, must be kept in each schoolroom, and be available for the use of the pupils. Also a tablet showing the books, &c., actually in use in each school, and the prices at which they are sold to the pupils, must be suspended in a conspicuous place in the schoolroom.

When books, &c., are sold to the children attending a National school, in no case may any advance be made on the prices fixed by the Commissioners; and the inspectors have instructions to inquire into and report upon any infraction of this regulation.

Adequate supply of Books and Requisites to be kept.

## SCHEDULE XIV.

## SUPPLIES OF EQUIPMENT.

1. (a.) The expenses of the necessary appliances required in connection with instruction in elementary science should, whenever possible, be defrayed locally. There are, however, many schools for which the Commissioners feel satisfied the full cost of the appliances, or part of the cost, cannot be provided locally, and to meet the cases of such schools His Majesty's Government and the Lords of His Majesty's Treasury have placed at the disposal of the Commissioners of National Education a limited grant.

(b.) Supplies of equipment of the amounts specified in the appended scales may be sanctioned accordingly; but the full amounts in the scale can be allowed only in necessitous cases.

(c.) A supply of equipment is granted only to a school where there is a teacher fully competent to use it.

(d.) A supply of equipment remains the property of the Commissioners, and is granted on condition that the manager of the school undertakes to have it properly stored, and to provide for its maintenance in an efficient condition. No second grant is made under any circumstances.

(e.) The supplies of equipment are sanctioned on the recommendation of the inspectors and the head organizer of elementary science. A list is sent in the case of each supply of equipment, showing of what items it is constituted, and the cost of each item, so that in cases of renewal managers may be in a position to know what expenditure is necessary for the purpose.

(f.) The supplies of equipment are forwarded by the Commissioners' contractors, and when received at the school should be checked with the lists which are sent from the Office of National Education.

*Elementary Science and Object Lessons.*

				£	s.	d.	Scale of Equipment Grants.
For an average attendance of under 30,	..	..	..	5	0	0	
" " " 35,	..	..	..	7	10	0	
" " " 145,	..	..	..	9	0	0	
" " " 145 and above,	..	..	..	10	0	0	

## SCHEDULE XV.

GRANTS FOR BUILDING, FURNISHING, AND IMPROVEMENT OF  
SCHOOLHOUSES.

1. (a.) The following is the scale of accommodation which it is desirable should be provided in relation to the number of children expected to attend :—

Plan.	Maximum Attendance.	Number of separate School-rooms to be provided.	Number of Class-rooms.	Total area, in square feet to be provided.	Board's Grant.
I., ..	80	1	—	616	6 s. d.
II., ..	80	1	—	541	151 6 8
III., ..	100	1	1	680	150 0 0
IV., ..	120	1	1	798	220 0 0
IVa., ..	120	2	—	846	254 0 0
V., ..	150	1	1	846	274 13 4
Va., ..	150	2	—	1,106	350 0 0
VI., ..	200	1	2	1,500	350 13 4
VIa., ..	200	2	2	1,612	400 0 0
VII., ..	250	2	2	1,360	449 6 8
VIIa., ..	300	2	2	1,818	532 0 0
VIII., ..	350	2	2	2,212	628 0 0
X., ..	400	2	2	2,568	719 6 8
Xa., ..	400	2	2	3,092	870 0 0
Xb. (2 Storeys),	400	2	2	3,202	924 13 4
				3,802	840 0 0

(b.) The grants in the above table represent on the average, two-thirds of the estimated cost of erecting and furnishing vested school-houses in accordance with the scale of accommodation, and include a grant towards the cost of the partition wall between the playground and the out-offices, but not grants for the boundary fences and entrance gate, which must be specially estimated in each case.

(c.) Every grant towards building school-houses is conditional on funds being available out of the amount provided by Parliament for the purposes of such grants.

2. When the expected attendance is less than 60 on rolls, or exceeds 400, the Commissioners are prepared to make a special grant in accordance, however, with the principles of the scale 1. (a.)

3. (a.) No grant (see rule 191) can be approved until the inspector shall have reported upon all the circumstances of the case; the Board of Public Works shall have reported on the eligibility of the site; and the law adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

(b.) Without the express sanction of the Lords of His Majesty's Treasury, no building grants can be made towards the cost of works executed or even commenced before the receipt by the manager of the specific authorization of the Board of Public Works.

4. The shortest lease that can be accepted in making grants is for (a.) sixty-one years, or for (b.) three lives and thirty-one years concurrent, or (c.) under the provisions of the Leases for Schools (Ireland) Act, 1881, for ninety-nine years when the grantor is a limited owner.

5. (a.) The grant or lease must be in a form authorized by the Commissioners and is prepared in the Office of National Education without charge to the applicant; but (b.) all expense necessary to be incurred in obtaining proof of title, or grantor's consent, &c., must be borne by the applicant.



6. When grants are voted towards defraying the cost of the building of a school-house, the lease must be duly executed before the case is finally remitted to the Board of Public Works.

7. (a.) The Board of Public Works furnish instructions as to the plan and specifications, to which the parties receiving aid are bound strictly to adhere. (b.) The Commissioners, however, are prepared to consider and submit to the Board of Public Works special plans furnished to them by applicants; but should such special plans provide accommodation for a larger number of pupils than that sanctioned by the Commissioners, or a more costly class of building than is deemed by them to be necessary, all the extra expense must be borne by the applicants.

8. (a.) The Commissioners do not sanction grants for the ornamenting of school-houses. If buildings of an ornamental description be preferred, the whole of the extra expense must be provided by the applicants.

(b.) The Commissioners do not accept a transfer to themselves (as a vested school) of any building already used as a National school; but such buildings may be vested in trustees.

(c.) The Commissioners reserve to themselves the right of accepting repayment of the grants made towards the erection of a school-house, and in such a case, of removing the school from their list of vested schools.

9. When the school premises are vested in the Commissioners, they will keep the school-house and furniture in repair. The Commissioners do not sanction grants towards ordinary repairs of schools vested in trustees or of non-vested schools; or to the rent of school-houses.

10. (a.) When the school premises are vested in trustees it is the duty of such trustees to keep the house, furniture, &c., in repair.

(b.) Grants in aid of local contributions are made to existing vested schools, whether vested in the Commissioners or in trustees, for adding to or enlarging them for enclosing the sites, for other desirable or necessary structural changes or improvements, on the basis of two-thirds of the cost as estimated by the Board of Public Works.

(c.) Such works must not, except in very special circumstances, be commenced until the grants have been made by the Commissioners, and the specification furnished or approved by the Board of Public Works. (See 3).

(d.) In the case of schools vested in trustees no grants can be made for the execution of any work which is required to make good damages arising from neglect, misuse, lapse of time, or continuous use, unless in cases specially recommended by the Board of Public Works.

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## SCHEDULE XVI.

## LOANS FOR NON-VESTED NATIONAL SCHOOL-HOUSES AND TRAINING COLLEGES.

1. Schools.—(a.) Applications for loans should be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans can be made only on their recommendation.

(b.) Every application must be accompanied by an ordnance sheet (6-inch scale\*), showing by distinctive colouring the site, or intended site, of the school, and also the lands or premises which are the security for the loan required.

(c.) Applicants may adopt the plans for the erection of a school which have been prepared by the Board of Public Works and approved by the Commissioners of National Education, or they may submit their own designs, together with specification and estimate for approval. The official plans can be obtained by application to the Secretary, Office of Public Works, Custom House, Dublin.

(d.) When it is proposed to alter and adapt an existing building to the purpose of a National school, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

(e.) The loans will not be extended to cover the cost of ornamental work or materials, without the special sanction of the Board of Public Works.

2. Training Colleges.—(a.) Applications for loans should be made to the Commissioners of National Education on an application form, which can be obtained at their office, and such loans can be made only on the recommendation of the Commissioners of National Education.

(b.) In all cases where loans are sought for the erection of new buildings, or for the enlargement or structural improvement of existing buildings, the application must be accompanied by plans, specifications, and estimate of the proposed works.

(c.) The Commissioners of National Education are not prepared to sanction a loan for the building or improvement of any Training college that does not provide suitable accommodation in respect of lecture halls, class-rooms, refectory, dormitories, lavatories, &c., with suitable exercise ground, and all necessary sanitary arrangements.

(d.) Every application must be accompanied by an ordnance sheet (6-inch scale\*) showing by distinctive colouring the site, or intended site, of the Training college, and also the lands or premises which are the security for the loan required.

3. (a.) If the Commissioners of National Education consider an application for a loan made in accordance with the foregoing instructions to be satisfactory, they refer it for investigation and completion to the Board of Public Works. The Lords of His Majesty's Treasury decline to sanction loans for the purchase or acquisition of premises or lands already occupied for purposes of National schools or Training colleges, but they will sanction loans for the enlargement and structural improvement of National schools or Training colleges, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

\* Where the college premises are situated in towns, the ordnance sheet of the largest scale that can be procured, is to be forwarded with the application. Ordnance sheets may be ordered through any bookseller, and, in towns where there are no agencies, they may be ordered at the Head Post Office.

(b.) No loan can be made for the purpose of discharging any debt unless the sanction of the Lords of His Majesty's Treasury to such loan was obtained before the debt was incurred.

(c.) Applicants are accordingly cautioned against proceeding with buildings, or incurring liabilities in connexion with the Loans for schools and Training Colleges (Ireland) Act, 1884, until they shall have received authority from the Board of Public Works.

(d.) To secure the repayment of any loan made under the provisions of the Act, the Board of Public Works, if they deem it necessary, will require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Board.

(e.) When the necessary information has been obtained the Board of Public Works on being satisfied with the plans, specifications and estimate, give public notice that the applicant has applied for a loan for the purpose stated, and take such further steps as may be necessary under the provisions of the Land Improvement Acts,\* and when the loan has been sanctioned by the Lords of His Majesty's Treasury, and the order for it shall have been duly registered and the bond perfected, the Board authorize the applicant to proceed with the works.

(f.) The amount of the loan sanctioned is issued in instalments as the works progress, on the certificate of the architect of the Board of Public Works, a balance however, being retained sufficient to cover the cost of completing the work.

(g.) The Board of Public Works insure the premises against damage by fire and the premiums on any such insurance are deemed to be included in all charges and securities whereby the repayment of such loan is secured, and is recoverable in like manner as any instalment of the rent-charge payable in respect of such loan,

(h.) The buildings, in all cases, must be kept in good and sufficient repair during the period over which the repayment of the loan is extended, and a guarantee must be given to that effect; and the buildings must be open at all reasonable times to the inspection of the officers of the Board of Public Works and of those of the Commissioners of National Education.

(i.) If any non-vested National school or Training college, established by loan under the provisions of the Act, ceases to be used as a non-vested National school or Training college, the Board of Public Works reserve to themselves the power of calling in any portion of such loan that may be outstanding.

\* The provisions of the Land-Improvement Acts apply to all loans made under the Act of 1884.

## SCHEDULE XVII.

## GRANTS AND LOANS FOR TEACHERS' RESIDENCES.

## Grants.

1. Grants are made by the Commissioners of National Education towards the cost of erection, or for the enlargement, structural improvement, or purchase of dwelling-houses for residences for the teachers of all vested National schools on the following conditions, viz. :—

(a.) the site must be demised free of rent, or at a nominal rent, for a term of at least 61 years, or for 3 lives and 31 years concurrent ; and must not be distant more than one statute mile from the school ;

(b.) the grant may be for half the estimated cost of the erection, improvement, or purchase of the dwelling-house, provided such moiety shall not exceed the sum of £100. In case the whole amount should exceed £200, the excess must be borne by the applicant ;

(c.) in all cases where it is proposed to erect or improve dwellings, the plans, specifications, and estimate of the proposed works should be forwarded with the application for a grant to the Commissioners of National Education, who, if approving, of the plans, forward them with a notification of their approval, to the Board of Public Works. The Board of Public Works are required to object to particulars showing bad construction or unnecessary cost, or insufficient light, drainage, or ventilation. Applicants for grants may adopt the plans which have been prepared by the Board of Public Works, and approved by the Commissioners of National Education,\* or they may submit their own designs ;

(d.) the Board of Public Works on examination of the plans, specification, and estimate for such works, and approval thereof, determine the value of the work and the amount of the grant which can be made in respect thereof, and communicate the result to the Commissioners of National Education ; and on the due completion of the residence pay the stipulated sum. In like manner where it is proposed to purchase a building, the Board of Public Works determine its suitability and value ;

(e.) the residence must be exclusively employed for the occupation and use of the teacher or teachers actually for the time being in charge of the National school in connexion with which it has been erected, and must be rent free to such teacher or teachers ;

(f.) if it is proposed to build a teacher's residence on ground already vested for National school purposes, a grant of one-half the estimated cost (up to £100) is the only form of aid available, and the Commissioners require to be satisfied with the tenure ;

(g.) Residences for teachers which are vested in the Commissioners are kept in repair by the Board of Public Works.†

## Loans.

2. Loans are available for teachers' residences in connexion with either vested or non-vested National schools. (See Acts 38 & 39 Vic., ch. 82, 1875, and 47 & 48 Vic., ch. 45, 1884).

(a.) The Board of Public Works, subject to such rules and regulations as may from time to time be made by the Lords Commissioners of His Majesty's Treasury, may make loans in such cases as they may judge expedient for the purpose of assisting any person in the erection, enlargement, structural improvement, or purchase of any dwellinghouse, for a residence for the teacher of a National school, provided that the amount of any such loan shall not exceed two hundred and fifty pounds.

\* See note \* page 76.

† Grants are not made for teacher's residences in connexion with non-vested schools.

(b.) Every loan shall be repaid by the payment of an annual sum of five pounds for every hundred pounds of such loan from time to time advanced, and a proportionate sum for any less amount, and be payable for the term of thirty-five years, to be computed from the date of the advance in respect of which the said annual sum shall be charged, such annual sum to be paid by equal half-yearly payments, on the fifth day of April and the tenth day of October in every year during the said term of thirty-five years; but it is also provided that the amount of such annual sum may, by agreement, be increased to such amount as will repay the sum so advanced sooner than the said period of thirty-five years.

(c.) To secure the repayment of any such loan, the Board of Public Works, if they deem it necessary, may require the further security of at least three persons, and the sufficiency and solvency of these persons shall be made out to the satisfaction of the said Board.

(d.) The Board of Public Works may insure the premises against damage by fire, and the premiums on any such insurance shall be deemed to be included in all charges and securities whereby repayment of such loans shall be secured.

(e.) Mortgages, bonds, obligations, securities, contracts, and agreements in connexion with such loans, are exempt from stamp duty.

3. (a.) The dwelling must be exclusively employed for the accommodation of a teacher or teachers of a National school.

(b.) The dwelling, as a rule, must not be situated more than a statute mile from the school of the teacher whom it is intended to accommodate.

(c.) The Commissioners of National Education do not sanction any dwelling as a teacher's residence which shall not comprise at least one sitting-room, three bed-rooms, a kitchen, and the usual out-offices.

(d.) The quality of all work and materials used in the buildings must be sound good, and durable.

(e.) The works must, if possible, be carried out under contract, and strictly according to the plans and specifications which have been approved by and deposited with the Board of Public Works.

(f.) The Commissioners of National Education, so long as the dwelling is in their judgment used *bono fide* as a residence for a teacher or teachers of a National school, conformably to the following rule [(g.)], and is not, without the special permission of the Commissioners, employed for any other purpose, and is in their judgment kept in suitable repair, contribute half the annual instalment payable in reimbursement of the loan advanced by the Board of Public Works. The borrower will accordingly be required to pay to the Board of Public Works, on conditions being fulfilled, only a moiety of the rent-charge.

(g.) The teacher in no circumstances should be charged, in respect of use and occupation as teacher, a higher sum per annum than two and a-half per cent. of the loan advanced by the Board of Public Works; but it is the earnest wish of the Commissioners of National Education, and it was their intention in promoting legislation on the subject, that the moiety locally payable in respect of the loan may be paid by the manager of the school, or by the parties interested in the school, so as to procure a "free residence" for the teacher.

(h.) Application for a loan should be made to the Commissioners of National Education on a form which may be obtained from their Office. If the Commissioners of National Education deem the case satisfactory, they refer it for investigation and completion to the Board of Public Works.

(i.) Every application must be accompanied by an ordnance sheet\* (6-inch scale), showing by distinctive colouring the intended site, and also the lands or

\* Ordnance sheets may be ordered through any bookseller, and, in towns where there are no agencies, they may be ordered at the Head Post Office.

premises which are to form the security for the loan required, and by a map or diagram showing the position of the site with reference to the school-house with which the residence is to be connected.

(j.) Applicants may adopt the plans which have been prepared by the Board of Public Works,\* and approved by the Commissioners of National Education; or they may submit their own designs, together with specification and estimate, for approval. The official plans can be obtained by application to the Secretaries-Office of National Education.

(k.) When it is proposed to alter and adapt an existing building to the purpose of a teacher's residence, plans of the proposed alterations, with specification and estimate, must, in like manner, be submitted for approval before a loan can be sanctioned.

(l.) During the period over which the repayment of loans is extended, the buildings must be kept in good and sufficient repair, and a guarantee must be given to that effect; and they must be open at all reasonable times to the inspection of the officers of the Board of Public Works, and those of the Commissioners of National Education.

(m.) The Lords of His Majesty's Treasury decline to sanction loans for the purchase of houses already occupied as teacher's residences, but they sanction loans for the enlargement and structural improvement of such houses on the same footing as new residences, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

(n.) The Board of Public Works are prepared to make loans on the above conditions, to provide teachers' residences in connection with all National schools, but in the case of vested National schools the site for the proposed residence must be distinct from the ground leased for the school premises, so as to be legally chargeable as security for the loan.

Caretaker's  
Agreement.

4. In every case in which an official residence is provided for a teacher, a caretaker's agreement between the manager and the teacher must be executed, and a duplicate thereof be sent to the Office of National Education.

The Commissioners expect that all teachers shall have done at their own expense the following, viz., limewashing; cleaning and repairing glass; cleaning privies and septic; gravelling yards and walks, and keeping surface channels in order; sweeping chimneys; making good any damage arising from carelessness or neglect; maintaining fences and gates, except damages from lapse of time;—and in cases of residence built by grants for teachers of National schools vested in the Commissioners of National Education or in trustees, the Commissioners will inflict such penalty as they may deem adequate, if the teacher fails to fulfil these conditions.

\* The Board of Public Works have prepared four designs for teachers' residences, any one of which the applicant may adopt, the maximum loan obtainable in any case being £550.

## SCHEDULE XVIII.

## PROGRAMMES.

## PROGRAMMES OF INSTRUCTION FOR NATIONAL SCHOOLS.

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(b.) Schools under two teachers, .. ..	91
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## INTRODUCTION.

These programmes are drawn up for schools varying in type according to the number of the staff employed, so as to indicate the extent of the requirements of the Commissioners, but the managers are at liberty to submit for approval, through the inspectors, alternative schemes of instruction to suit the needs of any particular locality.

The teacher is required to keep a Progress "Record," which should set forth fully the course of instruction aimed at in each subject, and the portion of the programme taught must be recorded in this book at the close of each month.

As expert teaching in the higher branches of manual instruction is not available, in the majority of National schools, this subject need not be taught beyond the second standard. In cases, however, where expert teaching is available, the managers are at liberty to submit courses of instruction in this branch for the third and fourth standards. In the fifth and higher standards the attendance of pupils at central classes for instruction in the subjects of manual and practical instruction, including cookery and laundry work, may, with the sanction of the Commissioners, be counted as part of the school attendance. Cookery and laundry work should, however, be taught as part of the ordinary school programme to girls enrolled in the fifth and higher standards when suitable provision for instruction in these subjects is available. Girls who have reached the age of eleven years may, if the manager so desires, attend the classes in cookery and laundry work, even though they are enrolled in a lower standard than fifth.

A fee of five shillings may be earned in respect of each pupil who is taught cookery or laundry work in a National school, but the fee cannot be paid for the same pupil for more than two years in cookery, nor for more than one year in laundry work, and both fees cannot be claimed for the same pupil in the same year.

It is expected that a regular course of lessons on hygiene and temperance shall be given in all schools. For the convenience of schools that are not required to teach science, a detailed programme under the title of "Simple lessons on health and habits" is introduced. As the principles underlying instruction in hygiene and temperance form part of the science programmes, the lessons on health and habits should be embodied in the syllabuses of schools that include the teaching of science in their curriculum.

In order that the full fee may be earned for cookery or laundry work in a girls' or mixed school the inspector must certify that suitable instruction is given in hygiene. For girls' and mixed schools, under two or more teachers, in which the members of the staff have received training in elementary science, a course of domestic science, including lessons on health and habits, must be included in the curriculum.

All rural schools are recommended to take up, as far as possible, the course of object lessons prescribed on page 96, which is intended as a practical scheme of instruction in nature study.

If the circumstances of a school render it desirable that instruction should be given in any branch hitherto regarded as an extra subject, provision should be made to include the subject in the ordinary curriculum of the school. The increments of salaries and the promotion of the teachers to the higher grades depend in a large measure on the successful teaching of such branches.

A course of mathematics is regarded as indispensable in all boys' schools (or in mixed schools under a master) with two or more teachers, and no such school can in future be regarded as doing really satisfactory work unless one of the optional mathematical courses is efficiently taught.

The teachers are required to be thoroughly familiar with the "Notes for Teachers," and are expected to show evidence of preparation for the work of the school on the occasion of the inspectors' visits.

PROGRAMME FOR SCHOOLS UNDER THREE OR MORE  
TEACHERS.

*For the programmes for infants, see page 90.  
Written exercises in all subjects must be regularly signed, dated, and preserved  
for inspection.*

ENGLISH.

READING AND SPELLING.

*NOTE.—Reading must include the explanation and subject matter of the lessons.  
In all standards above the first, the reading at sight of passages from any suitable  
book approved by the Commissioners other than Readers in use must be practised.*

*First Standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a First Reader, and to write phrases and sentences from it. A simple story book should supplement the ordinary Reader.  
Oral spelling may be practised.

*Second Standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Second Reader; and to recite at least forty lines of verse from it.  
A suitable story book should supplement the ordinary Reader.  
Proficiency in spelling should be acquired mainly through reading, transcription, and dictation.  
Oral spelling may also be practised.

*Third Standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Third Reader; and to recite at least sixty lines of verse from it.  
A suitable story book should supplement the ordinary Reader.  
Proficiency in spelling should be acquired mainly through reading, transcription, and dictation.  
Oral spelling may also be practised.

*Fourth Standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Fourth Reader; and to recite at least eighty lines of verse from it.  
An interesting book of travel or adventure, and a suitable Historical Reader should also be used.  
Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

*Fifth Standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Fifth Reader; and to recite eighty lines of verse from it.  
A suitable Historical Reader should also be used, and a standard work of popular interest introduced.  
Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

*Sixth Standard.*

To read with correctness and intelligence, and with due attention to phrasing and intonation, the lessons in a Literary Sixth Reader; and to recite eighty lines of verse from it.  
A suitable Historical Reader or text-book in history should also be used, and a standard work of popular interest introduced.  
Proficiency in spelling should be acquired mainly through reading, dictation, and composition.



*Seventh standard.*

Some standard works (including prose and poetry) should be read and studied as literature.

A short period of history should be studied.

## WRITING.

*First, second, and third standards.*

To copy with fair imitation suitable models, which should be written mainly on the blackboard.

*Fourth standard.*

To write a free and legible hand.

*Fifth standard.*

To write a free and legible hand. Large hand should be practised occasionally.

*Sixth standard.*

As in the fifth standard; and, in addition, simple exercises in book-keeping.

*Seventh standard.*

As in the sixth standard.

## COMPOSITION.

*NOTE.*—Attention should be given to oral composition in all standards. The subject-matter of reading lessons and of science and object lessons may be utilized for composition.

*First standard.*

To form sentences orally, and to answer occasionally in complete sentences.

*Second standard.*

As in the first standard; also the reproduction by pupils, in their own words, of the subject-matter of the lesson read.

*Third standard.*

To write from memory the substance of short stories.

*Fourth standard.*

Short descriptions on paper of familiar objects.

*Fifth standard.*

Letter-writing.

*Sixth and seventh standards.*

Essays and letters well expressed, carefully written and punctuated. (Correct spelling as well as good grammar should be insisted on).

## GRAMMAR.

*NOTE.*—Text-books should not be used by pupils until they have reached the fifth standard. Easy parsing exercises may be taken in connection with analysis in the fifth and higher standards.

*Third standard.*

Very easy analysis.

*Fourth standard.*

Easy analysis. To distinguish intelligently the parts of speech, and to know the more important inflections.

*Fifth standard.*

More advanced analysis of simple sentences. Etymology and syntax particularly so far as they bear on the correction of errors made by the pupils in speaking, or in written composition. Easy parsing.

*Sixth standard.*

Analysis, etymology, and syntax, correction of errors. Common roots, prefixes, and affixes.

*Seventh standard.*

As in the sixth standard.

## GEOGRAPHY.

NOTE.—*Geographical Readers may be used in the fourth and higher standards. Text-books may be used in the fifth and higher standards.*

*First and second standards.*

Object lessons introductory to geography.

*Third standard.*

Schoolhouse and premises (plan and map). Geographical terms and definitions which should be learnt as far as possible from the natural features of the locality. Cardinal points.

*Fourth standard.*

General knowledge of the map of Ireland. The Globe (only the position of Ireland and the relative positions of the continents and oceans need be taught.)

*Fifth standard.*

Geography of Ireland fully, with interesting information on more important localities. The map of the world.

*Sixth standard.*

Elementary mathematical and physical geography. Maps of Europe and Great Britain.

*Seventh standard.*

Geography of Europe, and a general knowledge of the geography of the British Empire and of the map of the United States.

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ARITHMETIC.

NOTE.—*Arithmetic should be worked in the desks and, as far as possible, on paper. The tables of money, weight, measure, &c., should be illustrated and taught practically.*

*Particular attention should be given to mental arithmetic.*

*First standard.*

- (a.) Numeration and notation up to and including three places of figures.
- (b.) Addition and subtraction tables.
- (c.) Easy exercises in addition.
- (d.) Easy mental exercises in addition and subtraction of concrete numbers.
- (e.) Simple exercises involving a knowledge of the sub-divisions of a shilling.

*Second standard.*

- (a.) Numeration and notation up to and including three places of figures.
- (b.) The multiplication table up to and including ten times.
- (c.) Easy exercises in addition and subtraction, and multiplication by one figure.
- (d.) Easy mental exercises in addition, subtraction, and multiplication (concrete numbers.)
- (e.) Simple exercises involving a knowledge of the sub-divisions of a pound sterling.

*Third standard.*

- (a.) Numeration and notation of whole numbers up to and including six places.
- (b.) Multiplication and pence tables.
- (c.) The simple rules, including easy problems, using concrete numbers.
- (d.) Simple exercises in the addition, subtraction, multiplication, and division of sums of money less than a pound sterling.
- (e.) To know the meaning of one-half, one-third, one-fourth, &c., up to one-tenth.
- (f.) To measure lines in inches and tenths of an inch, and to record the result in decimal notation.
- (g.) Simple exercises involving a knowledge of the sub-divisions of a yard (long measure).
- (h.) Easy mental exercises, involving the use of concrete numbers, on the rules learned.

*Fourth standard.*

- (a.) Numeration and notation of whole numbers, and of decimals to two places.
- (b.) Tables of avoirdupois weight, long measure, and time.
- (c.) The simple rules, involving decimals to two places. Compound rules (money only). Multipliers and dividers in compound rules and in decimals should be whole numbers not exceeding ten, or numbers composed of two factors which do not exceed ten. Reduction of money, avoirdupois weight, long measure, and time, limited in the same exercise to two steps.
- (d.) To measure a line and its parts in inches and tenths of an inch, and in centimetres and millimetres, and to record the result in decimal notation. To measure the area of regular figures on squared paper by counting squares.
- (e.) Easy mental exercises on the rules learned.

*Fifth standard.*

- (a.) Tables in common use.
- (b.) Compound rules and reduction (exercises as a rule to be short). Shop bills. The unitary method, easy exercises in decimals, and in addition and subtraction of vulgar fractions—the latter to be taught chiefly as mental arithmetic.
- (c.) To have an intelligent knowledge of the method of calculating the areas of rectangles and hence of triangles, and to work exercises from pupils' own measurements. To measure approximately the area of irregular figures on squared paper by counting squares.
- (d.) Easy mental calculations.
- (e.) An elementary practical knowledge of the metric system. (Length, area, volume, weight.) This may be gained by measuring and weighing in the metric system.

*Sixth standard.*

- (a.) Simple proportion, practice, decimals (not circulating), vulgar fractions.
- (b.) To have an intelligent knowledge of the methods of calculating the surfaces and the cubic content of rectangular solids and to work exercises from pupils' own measurements. An elementary practical knowledge of the measurement of angles and area.
- (c.) Mental calculations.

*Seventh and eighth standards.*

- (a.) A knowledge of the preceding courses in arithmetic, with special attention to the reasons of the processes employed. Decimals, simple interest, averages, percentages, stocks, square root, compound proportion.
- (b.) Easy measurement of rectilinear figures and of the circle.  
Ratio of sides of similar triangles.
- (c.) Mental calculations.

## SINGING.

(A.) Tonic Sol-fa or (B.) Staff Notation.

*First standard.*

- (A.) 1. To sing from the teacher's pointing on the modulator the tones of the chord of *do* in any easy order.
- 2. To sing sweetly, in unison, any three approved school songs.
- (B.) To sing sweetly, in unison, any three approved school songs.

*Second standard.*

- (A.) 1. To sing from the teacher's pointing on the modulator the tones of the chord of *doh* in any order.  
 2. To sing any six previously prepared exercises with time and tune combined on the first step of the method.  
 3. To sing sweetly, in unison, any four approved school songs.
- (B.) 1. To sing from the teacher's pointing on a blank staff, the tones of the chord of *doh* in any order.  
 2. To sol-fa any six previously prepared exercises of a very elementary character, with time and tune combined.  
 3. To sing sweetly, in unison, any four approved school songs.

*Third standard.*

- (A.) 1. To sing from the teacher's pointing on the modulator the tones of the chords of *doh* and *soh* in any easy order.  
 2. To sing any six previously prepared exercises with time and tune combined on the second step of the method.  
 3. To sing sweetly, in unison, any six approved school songs.
- (B.) 1. To sing from the teacher's pointing on a blank staff, the tones of the chords of *doh* and *soh* in any easy order.  
 2. To sol-fa any six previously prepared exercises of an elementary character, with time and tune combined.  
 3. To sing sweetly, in unison, any six approved school songs.

*Fourth standard.*

- (A.) 1. To sing from the teacher's pointing on the modulator simple passages in the major diatonic scale.  
 2. To sing any six previously prepared exercises with time and tune combined on the third step of the method.  
 3. To sing sweetly, in unison, any eight approved school songs.
- (B.) 1. To sing from the teacher's pointing on a blank staff, simple passages in the major diatonic scale.  
 2. To sol-fa any six previously prepared exercises of a simple character, containing all the tones of the major diatonic scale.  
 3. To sing sweetly, in unison, any eight approved school songs.

*Fifth and sixth standards.*

- (A.) 1. To sing from the teacher's pointing on the modulator simple passages, including transition to first sharp or flat keys; also simple passages in the minor mode.  
 2. To sing any six previously prepared exercises with time and tune combined, containing transitions of one remove.  
 3. To sing from notes, in two or more parts, any three approved school songs.
- (B.) To sing from the teacher's pointing on a blank staff, simple passages in the keys of G, D, F, or B $\flat$ ; also simple passages in the minor mode.  
 2. To sing any six previously prepared exercises with time and tune combined, in the keys of G, D, F, or B $\flat$ .  
 3. To sing from notes, in two or more parts, any three approved school songs.

*Seventh standard.*

- (A.) 1. To sol-fa, from teacher's pointing on a blank staff, simple diatonic passages in any key.  
 2. To sing any six previously prepared exercises of a simple character in staff notation—each exercise to be in a different key.  
 3. To sing from notes in either tonic sol-fa or staff notation, and in two or more parts, any three approved school songs.
- (B.) 1. To sing from the teacher's pointing on a blank staff, diatonic passages in any key.  
 2. To sol-fa any six previously prepared exercises of a fairly advanced character—each exercise to be in a different key.  
 3. To sing from notes, in two or more parts, any three approved school songs.

## DRAWING.

*NOTE.*—Paper should be used in all standards above the infants' standard. Dotted paper may be used in the first standard, and in the second standard for ruling figures.

*First standard.*

- (a.) Ruling lines and simple figures from measurement on plain paper.
- (b.) Freehand straight-line figures on plain paper.

*Second standard.*

- (c.) More advanced exercises in (a) and (b).
- (d.) Ruling figures from the black-board without measurement, and from dictation.
- (e.) Freehand straight line and simple curved figures on plain paper.

*Third standard.*

- (f.) More advanced exercises in (d.) and (e.), and simple right-line figures from actual objects. (Envelope, window, door, black-board, &c.)
- (g.) Freehand from memory.
- (h.) Bold curves with guide lines.

*Fourth standard.*

- (i.) More advanced exercises in (g.) and (h.).
  - (j.) Simple freehand copies from wall charts or black-board, and occasionally from small copies.
  - (k.) Simple exercises in drawing to scale on plain paper.
- These exercises should be made from roughly drawn dimensioned sketches and occasionally from actual measurements of rectangular surfaces of common objects, such as tablets, maps, &c.

*Fifth standard.*

- (l.) More advanced exercises in (j.) and (k.).
- (m.) Model drawing of simple regular figures, or simple geometrical drawing.
- (n.) Designs in freehand, partly original.

*Sixth standard.*

- (o.) More advanced exercises in (m.) and (n.).
- (p.) Original designs in freehand.
- (q.) Model drawing of simple common objects, or more advanced geometrical drawing.
- (r.) Easy scale making.

*Seventh standard.*

- (s.) More advanced exercises in (q.).
- (t.) Drawing simple natural objects, such as a leaf, a flower, &c.
- (u.) Shading.

## NEEDLEWORK (GIRLS).

*NOTE.*—The junior standards should, as a rule, use coloured thread in working specimens.

*First standard.*

To knit on two needles, learning how to cast on stitches, to fold a strip of paper as if for turning down a hem, to thread a coarse needle, and to use a thimble for putting the needle through the paper in making a hemming stitch. To hem with coloured cotton.

*Second standard.*

To knit on four needles (a wristlet), learning how to cast off stitches; to hem on calico, and to run. When material is available, and efficient practice has been had, the pupils should be occupied in hemming squares for handkerchiefs and the like.

*Third standard.*

To knit the leg of a sock or stocking, with rib; also to top-sew, and to run and fell, and to make a simple pinafore or a woman's apron. One of these articles to be completed by pupil during year.

*Fourth standard.*

The work of previous year; also to turn the heel of a stocking and to pick up stitches for foot; to stitch, to do plain patching, to sew on strings, to make a chemise or a more advanced style of pinafore than is taught in previous class. One of these garments to be completed during year.

*Fifth standard.*

The work of previous year, with increased proficiency; also to narrow for toe of sock, and close it; and (in sewing) to work a buttonhole, to sew on a button, and to darn a round hole in stocking-material, running to half an inch beyond hole, and leaving loops. To cut out a chemise. Garment to be made during year—a chemise, with opening in front closed by button and buttonhole.

*Sixth standard.*

Work of previous year; to shape the leg of a long stocking by narrowing; to sew on gathers, to patch flannel with herring-bone stitch, to cut out an overall or a boy's shirt. Garment to be made—an overall with yoke and sleeves, a girl's nightdress, or a boy's shirt. This standard should be taught how to mend worn articles of clothing by darning and patching, done on garments in need of repair.

*Seventh standard.*

As in the sixth standard, with greater proficiency.

## PHYSICAL DRILL.

*NOTE.*—*Suitable games should be encouraged by teachers during play time. Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.*

*First standard.*

March in step; right and left turns as in marching. Head movements. Combination exercises. Musical drill, if possible.

*Second standard.*

March at uniform rate at even distances and with good carriage. Right, left, half-right, and half-left turns. March to position for exercise instead of wheeling. Arm exercises. Head movements. Body (trunk) movements. Feet and leg movements. Combination exercises. Musical drill, if possible.

*Third and fourth standards.*

Marching (as for second standard). Change step on the march. Counter-marching. Running in step. Turns—right turn; left turn; half-right turn; half-left turn; right-about turn. Wheeling in fours, forwards and backwards. Opening and closing of ranks for exercises. Dumb-bells where possible.

*Fifth, sixth, and seventh standards.*

Marching (as for former standards). Change step, and do the right-about turn on the march. March in line forwards and backwards. Turns, wheeling, &c. (as for former standards). Stave or Indian club exercises.

## MANUAL INSTRUCTION AND KINDERGARTEN.

*First standard.*

Stick-laying—Forming lines, angles, and figures. Placing from dictation, placing from drawings. Making drawings on dotted paper of simple designs made with the sticks.

Paper-folding. Folding simple borders from plans. Folding simple flat shapes from plans.

*Second standard.*

More advanced exercises in paper-folding. Drawing plans of various simple folds on dotted paper and on the blackboard.

Observations of a solid. Placing two bricks from plan and elevation, and from description. Drawing the plan and elevation of two bricks placed in different positions.

*Third standard.*

Programme to be submitted for approval. (Optional.)

*Fourth standard.*

Programme to be submitted for approval. (Optional.)

## OBJECT LESSONS AND ELEMENTARY EXPERIMENTAL SCIENCE.

## OBJECT LESSONS (BOYS AND GIRLS).

*First, second, and third standards.*

A well-considered, and, as far as possible, connected scheme of thirty object lessons selected from the following subjects:—

- (1.) Geographical lessons as suggested in the "Notes for Teachers."
- (2.) Observation lessons on various domestic animals, including fowl.
- (3.) Lessons on plant life, including the examination of a few of the more common leaves, wild flowers, crops (farm and garden), a leafless twig, grasses; examination of a germinating seed and growth of seedlings; Simple experiments to show the effect of light, warmth, moisture, air, and soil on the growth of a plant.
- (4.) The more striking phenomena of everyday life, e.g., weather, boiling and freezing of water, evaporation, burning of a lamp, candle, and fire. Dissolving and melting, &c.
- (5.) Examination of a few common food materials, e.g., flour, eggs, sugar, milk.

## ELEMENTARY EXPERIMENTAL SCIENCE (Boys).\*

NOTE.—In the fourth and higher standards in rural schools one half-hour per week should be devoted to the compilation of a record of observations made during the week—embracing (a.) the general character of the weather; (b.) the condition of trees and hedges; (c.) wild flowers; (d.) birds and other animals; (e.) farm operations; (f.) condition of farm and garden crops; (g.) other natural objects of interest in the locality.

In schools where such observations are regularly and systematically carried out, the full course in elementary experimental science provided for the standard or group is not required; in such schools the course in elementary science should aim at affording an explanation of the matters referred to under (c.) and (f.)

It is assumed that pupils in their arithmetic lessons have gained an intelligent grasp of the units of measurement necessary to the course of elementary experimental science.

*Fourth standard.*

Water displaced by a body totally immersed in it; first notions of force; definition of equal weights; the see-saw or lever leading to a knowledge of the balance; adjustment and use of balance. Applications of the lever, crowbar, fire-tongs, scissors, weighing machine.

\* If no teacher in the school has received instruction in elementary experimental science, or if the school is not equipped with apparatus, object lessons on suitable subjects are considered sufficient in all standards to meet the requirements under this head. In rural schools, the programme for object lessons, page 86 may be adopted.

Measurement of size or volume and of weight; weight of unit volume of water, of other liquids, and of solids; water the standard of comparison; weight of unit volume a means of indicating adulteration and quality of materials; water finds its own level; easy experiments with a U tube; flow of water in pipes and rivers.

Experiments and illustrations to show reality of air; methods of removing air from a vessel. Construction of simple air and water pumps.

Air has weight; weight of hot and cold air; experiments to illustrate pressure exerted by the atmosphere.

The barometer a means of measuring the changes in pressure of the atmosphere. Daily observations of barometer, kind of day; winds, direction and amount, height of sun at midday.

*Fifth standard.*

Lever and principle of moments.

Capacity of a bottle by weighing the water it holds; its use to find weight of unit volumes of liquid such as milk, oil, treacle, &c.

Floating bodies—applications to ships; float hydrometer for testing heaviness of liquids.

Apparent loss of weight of bodies suspended in water; application to carriage of rocks, stones, &c., by rivers; the diver.

General effects of heat on animal, vegetable, and mineral matter; expansion by heat of solids, liquids, and gases, with applications to method of fixing tyres to wheels, rivetting, circulation of hot water, ocean currents, winds, draughts, ventilation, &c.

The thermometer used to measure hotness or temperature; distinction between heat and temperature; how each is measured, the effect of the Gulf Stream on the climate of Ireland.

Freezing and boiling of water; bursting of water pipes and of steam boilers.

Soluble and insoluble bodies. Filtration. Dissolving and melting.

Burning of a candle and rusting of iron in air leading to a knowledge of the air we breathe.

Regular weather observations.

*Sixth standard.*

The uses of the pulley, wheel and axle, wedge and inclined plane treated simply.

The siphon and its uses.

Relative density. Volume of irregular small bodies and of a heavy liquid (mercury).

Heat—measurement of expansion of solids, liquids, and gases; applications of expansion by heat to experiences of everyday life.

Capacity for heat of metals; simple measurements of quantities of heat. Heating by hot water pipes.

Cooling effect of evaporation; applications to plant and animal life.

Nature and composition of air; preparation of oxygen and nitrogen. Effect of animal and vegetable life on air.

Combustion and nature of gas and candle flames. Lamps—construction and use. Nature and functions of breathing. Ventilation.

*Seventh and eighth standards.*

Pressure of gases and liquids; water and gas supply.

Heat capacity more fully treated.

Change of state (latent heat); applications to evaporation, steam as a motive power, slow formation of ice, steam scalds—clothing, &c. Nature and uses of chalk and lime—hard waters. Nature and composition of water. Natural waters. Dangers of impure water; means of rendering it safe for drinking purposes.

Acids and alkalis; familiar examples of the action of these on one another Soap and soda, and their use in cleaning.

Cleanliness, domestic and personal; disease germs; conditions favourable to their growth; how they are carried from place to place.

The elements entering into the composition of the human body. The necessity of maintaining the supply of these in the form of food. Importance of mixed diet. Food as the fuel for the maintenance of the body temperature. The kinds of food that supply the needs of the body.

General functions and structure of the digestive system; the principal changes that foods undergo. Respiration and circulation of the blood.

Putrefaction and decay. Organisms producing decay and deodorisers and disinfectants.



## DOMESTIC SCIENCE (GIRLS' AND MIXED SCHOOLS).\*

*Programme for the fourth and higher standards.*

(It is assumed that pupils in their arithmetic lessons have gained an intelligent grasp of the units of measurement necessary to this course of experimental work).

*Fourth standard.*

Water displaced by a body totally immersed in it. First notions of force; definition of equal weights. Weight of unit volumes of water, of other liquids, such as milk and diluted milk, cream, cold tea, oil, &c., and of solids. Water the standard of comparison; weight of unit volume a means of indicating adulteration and quality of materials.

Air exerts pressure. "Water finds its own level" if air pressure on both surfaces is the same. Pressure of water and gas supply.

Experiments and illustrations to show that air is a real substance. Methods of removing air from a vessel. Air has weight. Hot air is lighter than cold air, and therefore rises above cold air in a room; the used air from a fire, a lamp, or our lungs, is hot and rises; first notions of natural ventilation.

The barometer a means of measuring the changes in pressure of the air, an indicator of wet or fine weather. Daily observations of the weather—barometer, kind of day, wind, height, of sun at mid-day. The seasons.

*Fifth standard.*

Bodies which float in water are lighter than water. Weight of liquid displaced by a floating body. Floats used for testing the purity of milk, and strength of other liquids. Use of a brine solution for testing the freshness of eggs. General effects of strongly-heating animal and vegetable foods; the amount of water and amount of unburnable ash in common food materials; differences noted on burning animal and vegetable foods. Expansion by heat of solids, liquids and gases. Cracking of glass vessels and lamp chimneys owing to unequal expansion. Expansion of water when heated; the circulation of hot water.

The thermometer—to measure hotness or temperature; temperature of rooms, of hot bath, of the body in health and in sickness. Freezing and boiling points of water; expansion of water when freezing; bursting of water pipes; ice lighter than water.

Expansion of air by heat; application to winds, draughts, chimneys; effect of strong draught on burning of a fire; breathing and burning both make the air hot and poisonous; necessity for ventilation; natural ventilation; ventilators.

Melting, boiling, evaporation; absorption of heat during these changes; cooling of body due to perspiration; dangers of damp clothes, of damp beds; "airing of clothes"; heating power of steam.

Moisture in the atmosphere; condensation of moisture in the air; distillation. Soluble and insoluble substances used in the household; distinction between dissolving and melting. Foods must be rendered soluble before they can pass into the blood stream and nourish the body. Determination of the amount of solid matter in common beverages.

*Sixth standard.*

Determination of water and ash in some common foods. Loss of weight during roasting and baking. Transference of heat and applications to modes of cooking; heating by conduction, convection, and radiation, and their common applications. Open fires and closed stoves. Air a bad conductor of heat, application to clothing.

Combustion or burning in air; composition of air; products of combustion of candle, lamp and food materials; similarity of burning and breathing; the organs of breathing; importance of exercise in strengthening the organs of breathing; maintenance of the body temperature. Effects of heating metals in air; the active and inactive parts of air. The burning of inflammable substances, such as phosphorus and sulphur in air. Preparation and examination of the active and inactive parts of air. The burning of carbon, of fuel and of food material, in the active part of air (oxygen); carbonic acid gas. The coal fire, coal gas, flame. Care and use of oil lamps.

Chief types of food materials. Starch (and sugar), fat, and lean. The making of a loaf of bread; fermentation of starch and sugar by yeast; production of carbonic acid gas and alcohol. The nature of alcohol; its value as a food, and as a stimulant; the dangers of alcohol; its effects on the body when taken in excess. Yeast substitutes, bread soda, baking powder.

\* See foot-note on page 85.

*Seventh standard.*

Water supply; properties of natural waters; water as a food; other uses of water. Hard and soft waters; measurement and removal of hardness; "fur" on kettles in which hard water has been boiled. Contamination of water used for domestic purposes; purification by boiling; dangers of cheap filters.

Preparation and burning of "inflammable air" (hydrogen); composition of water; water produced by most substances when burning.

Acids and alkalis; their action upon one another, and upon colouring matters and fabrics.

The action of heat and acids on chalk.

Soap and soda; manufacture and uses.

The elements entering into the composition of the human body; the necessity of maintaining supply of these in the form of food; importance of mixed diet. Food as the fuel for the maintenance of the body temperature. The chief types of food material.

General functions and structure of the digestive system; the principal changes that foods undergo. Respiration and circulation of the blood.

Germs of decay and disease; conditions favourable to germ life; the influence of germs (bacteria) in daily life.

## COOKERY (GIRLS).

(For pupils of the fifth and higher standards) also for pupils of the lower standards that are over eleven years of age).

For detailed syllabus and schemes of work see "Notes for Teachers."

GENERAL.—Kitchen work, setting and lighting fires; cleaning and management of a range or stove.

Soullery work, cleaning kitchen utensils, dishes, plates, knives, &c.

Boiling or steaming, roasting, frying.

EGGS.—Boiling, poaching, frying; scramble egg, custard, pancakes.

VEGETABLES.—Root—potatoes, turnips, &c.

Green—cabbage, cauliflowers, peas, &c.

SAUCES.—White sauce (melted butter); gravy.

MEAT.—Boiling or steaming; stewing.

Roasting, baking, frying, or grilling.

Re-heating, mince, hash, rissoles, &c.

(Joints suitable for each mode of cooking).

FISH.—Boiling, frying, and baking.

(Fish suitable for each mode of cooking).

SOUP.—Lentil; vegetable; meat.

BREAD, &c.—Soda bread; yeast bread.

Cakes, not more than three.

Pastry—plain, suet, and flaky.

PUDDINGS.—Milk puddings, rice, &c.

Suet puddings, suet dumplings, &c.

Batter puddings.

Tarts—rhubarb, apple.

PRESERVES.—Gooseberry jam, apple, and blackberry jellies.

INVALID AND SUNDRIES.—Beef tea, gruel, whey, &c.

Tea, coffee, porridge.

Laying breakfast and dinner table.

(Instruction in cookery need not be given during the hot summer months.)

## LAUNDRY WORK (GIRLS).

(For pupils of the fifth and higher standards; also for pupils of the lower standards that are over eleven years of age).

For detailed syllabus see "Notes for Teachers."

The instruction should include lessons on:—

1. Utensils.—Cleansing and care of tubs, irons, clothes-lines, &c.
2. Materials.—Water, soap, soda, borax, starch, blue, &c.
3. Preparation for washing day.
4. Washing.—Linen, woolen, cotton prints, muslin and lace.
5. Starching and stiffening processes.
6. Methods of drying and hanging out of clothes.
7. Bleaching.
8. Ironing, polishing, folding, and airing.
9. Removing stains.
10. Disinfectants.

Articles to be washed:—

Kitchen cloths, handkerchiefs, body-linen, stockings, flannels, collars, cuffs, coloured prints, table linen, lace and silks.

## SIMPLE LESSONS ON HEALTH AND HABITS.

Instruction in the laws of health should embrace the following subjects:—

1. **CLEANLINESS** (a.) *Domestic*.—The origin and dangers of dirt; germs of disease and decay thrive best where there is dirt, darkness, warmth, and moisture. Importance of sunshine and fresh air in the home.  
Cleaning of rooms—the best methods of sweeping, dusting, washing, scrubbing; cleaning of furniture, curtains, carpets, walls, chimneys, sinks and drains, of cooking and eating utensils; importance of clean out-houses, cowsheds, &c. Dangers of manure heaps near house or water supply.
- (b.) *Personal*.—Cleanliness of skin, hair, teeth; importance of bathing.  
Frequent changes of clothes worn next the skin; cleaning of outer garments; perspiration; change and airing of bedding.  
The dirty and dangerous habit of spitting; other good and bad personal habits; dirtiness a sign of want of self-respect; signs of good health.
2. **FRESH AIR**.—Breathing; importance of erect carriage and posture, and of exercise to strengthen the muscles which regulate breathing. Changes in air when breathed; necessity for continual supply of fresh air. Ventilation and ventilators; chimneys, doors, windows.
3. **PURE WATER**.—Uses of water; dangers of impure water. How water is contaminated and how it may be made fit for domestic use.
4. **WARMING AND LIGHTING**.—Fires and stoves; laying and lighting the fire, cleaning the stove. Proper temperature of rooms. Nature of burning; compare with breathing.  
Oil lamps, gas, coal.  
Catching cold; dangers of damp clothes, damp beds, damp feet.
5. **FOOD**.—Typical food materials—starch, fat, and lean; milk, flour, eggs, meat, bacon, potatoes and green foods; importance of mixed diet; water and salt as food; air as food; food the fuel of the body; overfeeding and underfeeding; regular meals.  
Beverages—tea, coffee, cocoa are stimulants, but have little food value; tea if drunk too strong and in excess acts as a poison; useful if taken in moderation.  
Alcohol—beer, spirits are stimulants of no food value; the effects and dangers of alcohol; its use by young people always harmful; few people really require it; the evils of intemperance.  
The use and abuse of tobacco; everyone can do without it; it is dangerous and poisonous until young people have done growing.

6. ILLNESS.—Minor ailments and accidents—how dealt with. Infectious diseases; isolation; when to send for the doctor.
7. THRIFT.—Money earnings, spending, saving, household accounts.
8. ORDER.—A place for everything, and everything in its place; regular times and regular days for fixed duties; saving time by forethought in arranging one's work properly; finish one task at a time.

PROGRAMME FOR INFANTS IN LARGE SCHOOLS WITHOUT  
INFANTS' DEPARTMENTS.

ENGLISH.

To be taught to speak audibly and distinctly. Story-telling by the teacher and the reproduction by pupils in their own words of simple incidents in the stories told.

To read from an Infant's Primer, and to spell words and short phrases taken from the book.

To copy from the blackboard the letters of the alphabet and combinations forming simple words.

N.B.—*The letters should be taught in their order of difficulty.*

ARITHMETIC.

(a.) Decimal half frame.

(b.) To read and write numbers up to 10.

(c.) Addition of pairs of concrete numbers, total not to exceed 18; and similar exercises in subtraction.

SINGING.

To sing sweetly, in unison with first standard, any three approved songs, one or two of which may be action songs.

DRAWING.

Drawing straight lines (vertical, horizontal, and oblique). Easy combinations of straight lines, including very simple designs.

KINDERGARTEN.

Such occupation as can be usefully introduced by the teacher (e.g. stick-laying, bead-threading, &c.).

DRILL.

Babies' drill, school games, good manners.

NEEDLEWORK.

Knitting on two needles, learning to cast on stitches.

CONVERSATIONAL AND OBJECT LESSONS.

Animal life (dog, cat, &c.).

Plant life (leaves, roots, stems, &c.).

Common things (eggs, butter, birds' nests, &c.).

## PROGRAMME FOR SCHOOLS UNDER TWO TEACHERS.

For English and Arithmetic, schools in charge of two teachers may be divided into four groups, consisting respectively of infants; first and second standards; third and fourth standards; and fifth, sixth, and seventh standards.

For other subjects the junior standards may form one group, and the senior standards another.

In giving instruction to the first group, teachers should follow, so far as time may permit, the main outlines of the course of instruction prescribed for infants in a school under three or more teachers (page 90).

NOTE.—*Written exercises in all subjects, must be regularly signed, dated, and preserved for inspection.*

## ENGLISH.

## READING AND SPELLING.

NOTE.—*In all standards reading must include the explanation and subject matter of the lessons. In the second and higher standards, the reading at sight of passages from any suitable book approved by the Commissioners, other than the Readers in use, should be practised. The reading must be correct and intelligent, and due attention must be paid to phrasing and intonation.*

In each of the three higher groups, a separate Literary Reader should be used.

In each of the two senior groups one Historical Reader will be sufficient.

In the second group a story book, in the third group a book of travel or adventure, and in the fourth group a standard work of popular interest should be introduced.

In the second and third groups, proficiency in spelling should be acquired mainly through reading, dictation, and transcription.

Oral spelling may also be practised.

In the fourth group, transcription should be dispensed with, and composition should take its place. Proficiency in spelling should be acquired mainly through reading, dictation, and composition.

## WRITING.

Pupils in the second and third groups should be taught to copy, with fair imitation, suitable models, which should be written mainly on the blackboard.

Pupils in the fourth group should learn to write a free and legible hand, and should have simple exercises in book-keeping.

## COMPOSITION.

NOTE.—*Attention should be given to oral composition in all standards.*

*Second group (first and second standards).*

To form sentences orally; pupils to reproduce in their own words the subject matter of the lesson read.

*Third group (third and fourth standards).*

To write from memory the substance of short stories.  
Short descriptions of familiar objects.

*Fourth group (fifth and higher standards).*

Letter-writing.

## GRAMMAR.

NOTE.—*Text-books should not be used till the pupils have reached the fourth group.*

*Third group (third and fourth standards).*

- (a.) Very easy analysis.
- (b.) To distinguish intelligently the Parts of Speech in an ordinary sentence.

*Fourth group (fifth and higher standards).*

- (a.) Easy analysis.
- (b.) Etymology and syntax, particularly so far as they bear on the correction of errors made by the pupils in speaking, or in written composition. Easy parsing.

## GEOGRAPHY.

*Junior group (first, second, third and fourth standards).*

Suitable introductory lessons in Geography, by reference to the school and its surroundings, and by means of object lessons; and, in addition, a general knowledge of the map of Ireland.

*Senior group (fifth and higher standards).*

A knowledge of the maps of Europe and Great Britain and a general knowledge of the map of the World, with special reference to the British possessions; also a general knowledge of the elements of mathematical and physical geography.

## ARITHMETIC.

NOTE.—*Arithmetic should be worked in the desks, and, as far as possible, on paper.*

*The tables of money, weight, measure, &c., should be illustrated and taught practically.*

*Particular attention should be given to mental arithmetic.*

*Second group (first and second standards).*

- (a.) Numeration and notation up to and including four places of figures.
- (b.) Addition, subtraction, and multiplication tables up to 10 times.
- (c.) Easy exercises in addition and subtraction, and multiplication by one figure.
- (d.) Easy exercises involving a knowledge of the sub-divisions of a shilling and of a pound sterling.
- (e.) Easy mental exercises in addition and subtraction of concrete numbers.

*Third group (third and fourth standards).*

- (a.) Numeration and notation of whole numbers, up to and including six places, and of decimals of one place.
- (b.) Multiplication and pence tables and tables of avoirdupois weight, long measure, and time.
- (c.) Simple and compound rules. (Money only, multipliers and divisors not to exceed 10, or to be composed of two factors not exceeding 10).
- (d.) Reduction of money, avoirdupois weight, and time, limited in the same exercise to two steps.
- (e.) To know the meaning of one-half, one-third, etc., up to one-tenth.
- (f.) To measure a line, and its parts in inches, and tenths of an inch, and to record the result in decimal notation. To measure the area of rectangular figures on squared paper.
- (g.) Very easy mental exercises of a practical character in the simple and compound rules, the exercises in the compound rules to be limited to money calculations.

*Fourth group (fifth and higher standards).*

- (a.) Tables in common use.
- (b.) Compound rules and reduction. Shop bills. The unitary method, simple and compound proportion, simple interest, practice, decimals, and vulgar fractions. To calculate from pupils' own measurements the areas of rectangles, and hence of triangles, and the surface, and cubic contents of boxes, rooms, &c. (Squared paper will be found useful.)
- (c.) Linear measurements according to the metric system.
- (d.) To be expert in mental calculations.

## SINGING.

*Junior group (infants, first and second standards).*

Six easy school songs.

Simple modulator exercises in the chords of *sol* and *sol*.

*Senior group (third and higher standards).*

Six school songs, of which two, if possible, should be rounds or part songs.

Song books should be used by the pupils.

Modulator exercises on the major diatonic scale, with easy transition to the first sharp and flat keys.

Graduated exercises of moderate length in tune and time combined.

At least two new songs should be taught every year in each group.

*NOTE*.—If staff notation be selected a programme of corresponding difficulty should be submitted for approval.

## DRAWING.

*NOTE*.—Paper should be used in all standards above the infants' standard. Dotted paper may be used in the first standard.

*Junior group (infants, first and second standards).*

(a.) Freehand—Straight-line and simple curved figures.

(b.) Ruling straight-line figures from given measurements.

(c.) Combinations of (a) and (b).

*Senior group (third and higher standards).*

(a.) Freehand—More difficult straight-line and curved figures on plain paper.

(b.) Original designs in freehand, or drawing of simple forms from memory.

(c.) Model drawing of simple objects, or easy geometrical drawing, including drawing to scale.

## NEEDLEWORK (GIRLS).

*Junior group (infants, first and second standards).*

*NOTE*.—Pupils in this group should, as a rule, use coloured thread in working specimens.

Knitting with four needles, hemming, running, and top-sewing.

*Senior group (third and higher standards).*

Knitting a stocking, and darning, running and felling, patching, stitching, working buttonholes, sewing on buttons and strings, sewing on gathers, herring-bone stitch.

To cut out and put together in each year one of the following:—Pinafore, chemise, boy's shirt, girl's nightdress, overall.

## PHYSICAL DRILL.

*NOTE*.—Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.

*Junior group (infants, first and second standards).*

Head, arm, body, feet and leg movements. Right, left, about turns. Marching in step at regular intervals. Musical drill, and stave, club, or dumb-bell exercises, where practicable.

*Senior group (third and higher standards).*

Movements and exercises of a more advanced kind, the turns and forming fours. Bar-bell and dumb-bell exercises should be introduced where possible.

## MANUAL INSTRUCTION AND KINDERGARTEN.

Manual instruction may be confined to the junior group, for which suitable kindergarten occupations with paperfolding or brickwork are sufficient.

## OBJECT LESSONS AND ELEMENTARY EXPERIMENTAL SCIENCE.

*Junior group (infants, first, second, and third standards). Boys and Girls.*

See the programme (object lessons) on p. 85.

*Senior group (fourth and higher standards).*

In the case of schools in which a member of the staff has received training in elementary experimental science, systematic instruction should be given according to the following programme:—Course A to be taken up in the first year, and course B to be taken up in the second year. For more detailed syllabuses see "Notes for Teachers." (See also note for rural schools, page 85).

If neither teacher has been trained in elementary experimental science, object lessons on suitable subjects are considered sufficient in all standards to meet the requirements under this head. In rural schools the programme for object lessons, page 98, may be adopted.

*It is assumed that pupils in their arithmetic lessons have gained an intelligent grasp of the units of measurement necessary to the course of elementary experimental science.*

## BOYS' SCHOOLS.

## A.

Use of pipette, burette, and graduated cylinder.

Definition of equal weights.

See-saw.

Use of balance.

Weight of 1 c.c. of water.

Weight of 1 c.c. of other liquids

Air has weight.

Barometer.

The Thermometer.

Weather observations.

Effects of heat upon water.

" " " iron.

" " " cheese.

" " " bread.

Burning a candle and other combustible substances in air.

Rusting of iron: its effect upon air.

Preparation of oxygen.

Carbon burnt in oxygen.

Use of pipette and burette

Definition of equal weights.

See-saw.

Use of balance.

Weight of 1 c.c. of water.

Weight of 1 c.c. of other liquids.

Air has weight.

Barometer.

The Thermometer.

Weather observations.

Pressure of the atmosphere, the siphon, melting and dissolving, evaporation, boiling, distillation.

Expansion of air, ventilation.

Chalk and lime. The lime kiln.

Conversion of chalk (or limestone) into lime.

Preparation of "chalk gas" by heat and by acids.

Composition of chalk.

Hard-water.

Manufacture of "chalk-gas" in the lungs; identification with carbonic acid gas.

## GIRLS' AND MIXED SCHOOLS.

## A.

Measurement of volume; use of graduated instruments, cylinder, burette, and pipette. Volume of larger bodies, e.g., potato, egg, by overflow jar.

Measurement of weight; use of balance to weigh cubes of wood, potato, egg, etc.



Weight of unit volume (1 c.c.) of water.  
 Weight of unit volume (1 c.c.) of milk, diluted milk, tea, beer, etc.; small food value of tea and alcoholic beverages.  
 Illustrations and simple experiments to show that air is a real substance.  
 Weight of unit volume (1 c.c.) of air. Pressure exerted by the atmosphere.  
 The construction and use of the barometer; daily readings.  
 General nature of changes produced by heat, rise of temperature, changes in appearance, mechanical properties; changes in substance (chemical changes).

Effects of heat upon —

- (a.) WATER.—Boiling and freezing, steam and ice.  
 Distillation and evaporation; distillation of fermented sugar solution; nature of alcohol. Drying of clothes; evaporation of moisture on skin; cooling effect of evaporation.  
 Clouds, dew, rain, frost, snow.  
 Rain water and hard water; effect of soap on hard water; methods of softening hard water.  
 Soluble and insoluble substances; most soluble substances dissolve more readily in hot water than in cold.  
 Filtration, contamination of drinking water, removal of impurities.  
 Expansion of water and other liquids by heat. The thermometer a measure of hotness.
- (b.) AIR.—Expansion of air by heat.  
 Hot air lighter than cold air; moisture in air, draughts, winds.  
 Necessity for and means of obtaining a supply of fresh air.
- (c.) FOOD SUBSTANCES.—Effects observed when bread, cheese, fat, and lean meat are strongly heated until only ash remains; per centage of ash.  
 The moisture contained in food substances.

## B.

Measurement of volume; use of graduated instruments, cylinder, burette, and pipette. Volume of larger bodies, e.g., potato, egg, by overflow jar. Measurement of weight; use of balance to weigh cubes of wood, potato, egg, etc.  
 Weight of unit volume (1 c.c.) of water.  
 Weight of unit volume (1 c.c.) of milk, diluted milk, tea, beer, etc.; small food value of tea and alcoholic beverages.  
 Water displaced by a floating body; to make a brine solution in which an egg remains suspended.  
 Illustrations and simple experiments to show that air is a real substance.  
 Weight of unit volume (1 c.c.) of air. Pressure exerted by the atmosphere.  
 The differences between fresh and breathed air; the necessity for and means of obtaining ventilation.  
 Combustion of a candle in air; burning of a small lamp and of phosphorus in air; air necessary to burning; the active and inactive parts of air.  
 Effects observed on strongly-heating fuel—coal, wood, peat.  
 Effects observed on strongly-heating metals in air—iron, copper, lead. Red lead heated gives "active air" (oxygen).  
 Preparation and properties of active air. Carbon burnt in oxygen. Carbonic acid gas. Similarity of breathing and burning.  
 Nature of acids—vinegar, spirits of salt, their action on washing soda, bread soda, and chalk.  
 Slow or "wet burning" of food in the human body. How food is transferred to the blood stream to nourish the body.  
 The importance of germs in daily life; application to cleanliness, ventilation, illness and putrefaction of food material.

## COOKERY (GIRLS).

(See page 88.)

## LAUNDRY WORK (GIRLS).

(See page 89.)

## SIMPLE LESSONS ON HEALTH AND HABITS.

(See page 89.)

## PROGRAMME FOR SCHOOLS UNDER ONE TEACHER.

For English and arithmetic, schools in charge of one teacher may be divided into three groups, consisting respectively of infants and first standard; second and third standards; and fourth, and higher standards. For other subjects the junior standards may form one group, and the senior standards another.

*NOTE.*—*Written exercises in all subjects must be regularly signed, dated, and preserved for inspection.*

## ENGLISH.

## READING AND SPELLING.

*NOTE.*—*In all standards reading must include the explanation and subject matter of the lessons. In the second and third groups the reading of short passages from any suitable book approved by the Commissioners other than the Readers in use should be practised. The reading must be correct and intelligent, and due attention must be paid to phrasing and intonation.*

A primer should be used in the first group, and a separate Literary Reader in the second and third groups.

In addition to the Literary Reader, an Historical Reader should be used in the third group.

Simple story-books should be used in the first and second groups. In the third group, a standard work of popular interest should be introduced.

Proficiency in spelling should be acquired mainly through reading, dictation, and transcription.

Oral spelling may also be practised.

In the third group transcription should be dispensed with and composition should take its place.

## WRITING.

Pupils in the first and second groups should be taught to copy, with fair imitation, suitable models, which should be written mainly on the blackboard. Pupils in the third group should learn to write a free and legible hand.

## COMPOSITION.

*NOTE.*—*Attention should be given to oral composition in all standards.*

*Second group (second and third standards).*

To form orally and to write simple sentences; pupils to reproduce, in their own words, the subject-matter of the lesson read.

*Third group (fourth and higher standards).*

To write frequently short descriptions of familiar objects and letters on simple subjects.

## GRAMMAR.

*Third group (fourth and higher standards).*

Easy analysis. Correction of local vulgarisms.

## GEOGRAPHY.

*Junior group (second and third standards).*

Suitable introductory lessons in Geography by reference to the school and its surroundings, and by means of object lessons.

*Senior group (fourth and higher standards).*

General knowledge of the geography of Ireland, and of the maps of Great Britain and the World.

## ARITHMETIC.

*NOTE.*—Arithmetic should be worked in the desks, and, as far as possible, on paper. The tables of money, weight, measure, &c., should be illustrated and taught practically.

Particular attention should be given to mental arithmetic.

*First group (infants and first standard).*

- (a.) Numeration and notation to three places of figures.
- (b.) Addition and subtraction tables, including their application to easy concrete examples.
- (c.) Easy exercises in addition and subtraction.
- (d.) Easy exercises involving a knowledge of the sub-divisions of a shilling.

*Second group (second and third standards).*

- (a.) Numeration and notation up to and including six places of figures.
- (b.) To know the multiplication and the penne tables.
- (c.) Easy exercises involving a knowledge of the sub-divisions of a pound sterling and of a yard (long measure).
- (d.) To know the meaning of one-half, one-third, etc., up to one-tenth.
- (e.) The simple rules and their application to easy concrete examples.
- (f.) To work mentally very easy exercises in the rules learned.

*Third group (fourth and higher standards).*

- (a.) Numeration and notation of whole numbers and of decimals to not more than three places.
- (b.) Compound rules, reduction (money, time, *avoirdupois* weight, long and square measure). Easy exercises in decimals and vulgar fractions, the unitary method, simple proportion, practice and simple interest, shop bills.
- (c.) Easy practical questions in mental arithmetic.
- (d.) Linear measurements according to the metric system.
- (e.) To have an intelligent knowledge of the method of calculating the areas of rectangles, and hence of triangles, and to work exercises from pupils' own measurements.

## SINGING.

*Junior group (infants, first and second standards).*

Six easy school songs.

Simple modulator exercises in the chords of *doh* and *soh*.

At least two new songs should be taught every year.

*Senior group (third and higher standards).*

Six school songs, of which two, if possible, should be rounds or part songs. Song books should be used by the pupils.

Modulator exercises on the major diatonic scale, with easy transition to the first sharp and flat keys.

Graduated exercises of moderate length in tune and time combined.

At least two new songs should be taught every year.

*NOTE.*—If staff notation be selected a programme of corresponding difficulty should be submitted for approval.

## DRAWING.

*NOTE.*—Paper should be used in all standards above the infants' standard. Dotted paper may be used in the first standard.

*Junior group (infants, first and second standards).*

- (a.) Freehand—Straight-line and simple curved figures.
- (b.) Ruling straight-line figures from given measurements.
- (c.) Combination of (a) and (b).

*Senior group (third and higher standards).*

- (a.) Freehand—More difficult straight-line figures and curved figures.
- (b.) Drawing of very simple forms from memory.
- (c.) Original designs in freehand, or drawing to scale.

## NEEDLEWORK (GIRLS).

*Junior group (infants, first and second standards).*

*NOTE.—Pupils in this group should, as a rule, use coloured thread in working specimens.*

Knitting with four needles, hemming and running.  
(Knitting, only, is expected from the infants and first standard.)

*Senior group (third and higher standards).*

Knitting a stocking and darning. Running and felling, top-sewing, patching stitching, working button-holes, sewing on gathers.

To make a chemise or boy's shirt (cutting-out to be done by pupils).

## PHYSICAL DRILL.

*NOTE.—Great attention should be paid to the manners and deportment of the pupils. They should be trained to habits of prompt obedience. Energy, gracefulness, and precision of movement in the various exercises should be particularly cultivated.*

The junior group should be taught head movements, arm exercises, right and left turns, and marching in step.

The senior group should be taught more advanced drill, such as body and limb movements, the turns, and forming fours.

Bar-hell and dumb-hell exercises should be introduced where possible.

## MANUAL INSTRUCTION AND KINDERGARTEN.

Manual instruction may be confined to the junior group, for which suitable kindergarten occupations with paper-folding or brickwork are sufficient.

## OBJECT LESSONS.

The following course is recommended :—

*Junior group (infants, first, and second standards).*

The trees and larger shrubs in the neighbourhood of the school. (No detailed study; the pupils should learn only to distinguish one species from another).

A few of the principal flowers, both garden and wild flowers. (A collection for the school should be made by the pupils; window boxes may also be used).

Kitchen-garden vegetables—potato, turnip, carrot, parsnip, cabbage, onion, lettuce, pea, and bean.

The commoner animals and birds which the children meet.

*Senior group (third and higher standards).*

Structure of a flower. Growth of a seed exemplified by a bean. Parts of a plant. Simple experiments to show the effect of light, warmth, moisture, air and soil on the growth of a plant.

Different kinds of roots; the functions of the root. The leaf; its functions; different kinds of leaves (collection to be made).

Methods of cultivating the vegetables referred to in the junior group. (A small plot is required for this part of the syllabus. Actual work done by the pupils is necessary, as theory without its application by the pupils themselves is of little value).

The principal garden fruit trees; pruning and grafting. (If the school grounds permit of planting, the pupils should have care of the trees).

Creeping shrubs. The walls of the school should be used.

*N.B.—The children should be encouraged to employ at home the knowledge which they have acquired at school.*

## COOKERY (GIRLS).

(See page 88.)

## LAUNDRY WORK (GIRLS).

(See page 89.)

## SIMPLE LESSONS ON HEALTH AND HABITS.

(See page 89.)

## PROGRAMME FOR INFANTS' SCHOOLS.

## INFANTS.

## READING.

To be taught to speak audibly and distinctly. Story-telling and conversational object and picture lessons. To read words printed on the blackboard, and to form sentences from conversational lessons; the teacher should print the sentences on the blackboard. These lessons should be introductory to the use of a primer. To spell from the primer. The alphabet (if taught) should be taught in selected groups of letters.

## WRITING.

To write the small letters, imitating a model written on the blackboard (letters to be written in some good order), and to group the letters so as to form words.

## COMPOSITION.

To compose short, simple sentences, using the names of objects in the school-room, and also using nouns occurring in the reading-books. Children to describe in their own words, incidents from a story told by the teacher. Errors of speech made by the children should be corrected.

## ARITHMETIC.

In counting, objects to be used, *e.g.*, stick-laying materials, balls (of Gift I.) and beads (for threading). To add numbers whose sum does not exceed 18, and to subtract numbers from a group not exceeding 10. Bell-frame exercises in connection with the blackboard. To read and write numbers up to 10, and to compare their values. To perform mentally simple additions and subtractions of numbers not exceeding 10.

## SINGING.

To sing sweetly, in unison, any four suitable songs (at least two of them to be action songs), and to play two games into which songs are introduced.

## DRAWING.

To draw straight lines on dotted paper, and to form simple combinations of such lines and easy designs. Straight line representations of objects. Pupils to fill in their own drawings in coloured chalks.

## NEEDLEWORK.

Needle-drill, knitting-pin drill, running with coloured cotton (first on canvas), use of thimble.

## DRILL.

Finger-plays, games connected with Gifts I., II., and games connected with a story or nature lesson. Running games, simple drill.

## KINDERGARTEN.

Gifts I., II., III., IV. Bead-threading, perforating, stick-laying, paper-folding.

## OBJECT LESSONS.

Animal Life, *e.g.*, cat, fish.  
 Plant Life, *e.g.*, large growing plants.  
 Common things, *e.g.*, doll, doll's house.  
 Familiar people, *e.g.*, postman, farmer.

*FIRST STANDARD.*

Reading.	.	.	.	.	.	} As in the programme for schools under three or more teachers.
Spelling	.	.	.	.	.	
Writing.	.	.	.	.	.	
Composition.	.	.	.	.	.	
Arithmetic.	.	.	.	.	.	
Singing.	.	.	.	.	.	

## DRAWING.

Freehand drawing of straight-line figures on plain paper, and the simplest right-line forms from actual objects, *e.g.*, envelope, slate, &c. Ruling lines and simple figures from measurement on plain paper. More advanced designs on dotted paper, both freehand and ruled. Some drawing from memory.

## NEEDLEWORK

As in the programme for schools under three or more teachers.

## DRILL

Games connected with a story or nature lesson. Marching, turns, leg and arm movements. Combination exercises. Musical drill.

## KINDERGARTEN.

Gift V. Paper-folding, stick-laying, and brush work (when practicable)

## OBJECT LESSONS.

Animal life, plant life, common things, natural phenomena.

## ALTERNATIVE PROGRAMME OF INSTRUCTION FOR SEVENTH AND EIGHTH STANDARDS.

The managers are at liberty, subject to the recommendations of the inspectors, to adopt for the seventh and eighth standards the programmes issued by the Board of Intermediate Education for Ireland so far as indicated below.

*Seventh standard.\**

The programme of the preparatory grade, viz. :—

- (a.) English literature and composition.  
 (b.) One of the following subjects:—(1) Latin, (2) French, (3) German (4) Irish.  
 (c.) Arithmetic or algebra.  
 (d.) Experimental science.  
 (e.) One other subject.†

*Eighth standard.\**

The programmes sanctioned by the Board of Intermediate Education for the junior and middle grades, viz. :—

- (a.) English literature and composition.  
 (b.) One or two of the following languages :—(1) Greek, (2) Latin, (3) French, (4) German, (5) Irish, (6) Italian, (7) Spanish. If only one language is taken, it must be either Latin, French or German.  
 (c.) One of the following mathematical subjects :—(1) arithmetic, (2) algebra, (3) geometry, (4) trigonometry.  
 (d.) Experimental science. (See note).  
 (e.) One or two other subjects,† according as may be necessary to bring the total number of subjects up to six.

*NOTE.*—Students are exempted from the obligation of taking experimental science who have already obtained a pass in the two years of the preliminary course in this subject. Exemptions from experimental science may also be obtained under the rules of the Board of Intermediate Education. No student is required to take this subject whose name is not on the roll of an Intermediate school. In all cases, students not taking experimental science must take either two languages under (b), or two mathematical subjects under (c).

\* Students may present themselves in any number of subjects but, except as provided under the rules of the Board of Intermediate Education, to pass the examination they must pass in the subjects as set forth above.

† For list of subjects see page 10 of the rules of the Board of Intermediate Education.

## BILINGUAL PROGRAMME.

(For particulars as to payment for instruction in the bilingual programme, see p. 127.)

This programme is intended to apply to Irish-speaking districts, and to districts where Irish and English are both commonly spoken, and will be approved for use in schools where specially sanctioned by the Commissioners.

## FIRST STANDARD.

IRISH.	ENGLISH.
<p style="text-align: center;"><b>INFANTS.</b></p> <p>To read, spell, and understand words of two and three letters as in, say, first eight lessons of "Cú Ceo Leabap," or of "Céadcu Deora," Pt. I. To copy Irish letters off blackboard.</p> <p style="text-align: center;"><b>FIRST CLASS.</b></p> <p><i>Reading.</i>—To read, spell, and understand the whole of "Cú Ceo Leabap," Parts I. and II. or of "Céadcu Deora," Pt. II. <i>Writing.</i>—To copy on slate or paper words taken from the "Dyhtleabap," and written by the teacher on the blackboard.</p>	<p style="text-align: center;"><b>INFANTS.</b></p> <p><i>Reading and Spelling.</i>—As in the ordinary programme. <i>Writing.</i>—As in the ordinary programme.</p> <p style="text-align: center;"><b>FIRST CLASS.</b></p> <p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein. <i>Writing.</i>—As in the ordinary programme.</p>

## SECOND STANDARD.

<p><i>Reading.</i>—To read and understand 40 to 50 pages of suitable easy reading matter. To repeat 30 lines of poetry. <i>Spelling.</i>—To write on slates or spell orally words selected from the reading course. <i>Writing.</i>—Round hand copy book.</p>	<p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein. <i>Writing.</i>—As in the ordinary programme.</p>
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## THIRD STANDARD.

<p><i>Reading.</i>—To read, understand, and explain 60 pages of suitable reading matter. To repeat 40 lines of poetry. <i>Writing.</i>—Transcription from Reading book, and to exhibit copies or half-copies written on 50 different days during the year. <i>Spelling.</i>—To write on slate or paper words and easy phrases selected from Reader. <i>Grammar.</i>—Aspiration and colipsis; to know noun, verb, and adjective. <i>Composition.</i>—To construct simple sentences containing nouns, verbs, and adjectives selected from text used as Reader.</p>	<p><i>Reading and Spelling.</i>—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein. <i>Grammar and Composition.</i>—As in the ordinary programme. <i>Writing.</i>—As in the ordinary programme.</p>
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## FOURTH STANDARD.

## IRISH.

*Reading.*—To read with fair ease, understand and explain, 70 pages of a suitable Irish Reader. To repeat 50 lines of poetry.

*Writing and Spelling.*—To write from dictation about five lines of an easy passage selected from Reader. To exhibit in exercise-books—or copy-books, or in both combined, 50 exercises done on 50 different days during the year. Writing will be judged from dictation.

*Grammar.*—To know parts of speech, including prepositional pronouns; numbers of nouns and pronouns; to distinguish present, past, and future tenses of verbs in Reading book; comparison of adjectives.

*Composition.*—To write a short description of a familiar object.

## ENGLISH.

*Reading and Spelling.*—As in the ordinary programme, but the course to be limited to one-half of the English matter required therein.

*Writing, Grammar, and Composition.*—As in the ordinary programme.

## FIFTH STANDARD.

*Reading.*—To read fluently, understand, and explain 90 pages of an approved Irish Reader. To repeat 60 lines of poetry.

*Writing and Spelling.*—To write, with fairly correct spelling, a passage of 7 or 8 lines selected from Reader. To exhibit 50 exercises. Writing will be judged from the dictation exercise.

*Grammar and Word-building.*—Declension of nouns, pronouns, and adjectives; conjugation of regular verbs and of verbs *ir* and *ra*; gender. To know the more common prefixes and affixes.

*Composition.*—To correspond with requirements in English in the programme.

*Reading and Spelling.*—As in the ordinary programme; but the course to be limited to one-half of the English matter required therein.

*Writing, Grammar, and Composition.*—As in the ordinary programme.

## SIXTH AND SEVENTH STANDARDS.

*Reading.*—To read fluently, understand, and explain 100 pages of an advanced Irish Reader. To repeat 80 lines of poetry.

*Writing and Spelling.*—To write from dictation with fairly correct spelling, 7 or 8 lines selected from Reader. Writing will be judged from the dictation exercise. To exhibit 50 Irish exercises.

*Grammar and Word-building.*—To know prefixes and affixes; declension; conjugation; gender. Elementary knowledge of syntax.

*Composition.*—Essays and letters on ordinary subjects. Good grammar and fairly correct spelling will be required.

*Reading and Spelling.*—As in the ordinary programme; but the course to be limited to one-half of the English matter required therein.

*Writing, Composition, and Grammar.*—As in the ordinary programme.

## NOTES ON THE BI-LINGUAL PROGRAMME

## INFANTS' COURSE.

As infants usually spend two years in the infants' class, both courses should be gone over by the time they are about to be promoted to the first or highest section of the first standard.

## OTHER SUBJECTS.

As instruction and progress in arithmetic, singing, drawing, drill, needlework, elementary science and object lessons, and manual instruction, and kindergarten, &c., should be beneficially rather than detrimentally affected by instruction in Irish in bilingual and Irish-speaking districts, no change in the courses laid down in these subjects in the ordinary programme is considered necessary. Irish and English may be used in instructing the pupil in these subjects.

## OBJECT LESSONS.

Independent object lessons may be given in English and in Irish, or, object lessons in the same subject may be given in both languages, and each lesson, whether in English or in Irish, counts as a distinct object lesson.

These object lessons can be utilised in teaching the names of common objects, of articles and implements used in trade or art, of agricultural and household articles, &c., to pupils of all standards, both in Irish and in English.

## WRITING AND COMPOSITION.

In estimating the value of the writing both in Irish and in English in the first standard, some allowance will be made for the difficulty of teaching young children to write two sets of characters.

A corresponding allowance is made in judging the composition in the third, fourth, and fifth standards.

## TEXT BOOKS.

Except for the first standard no text books in Irish are for the present specified. The managers and teachers may submit Readers, which they consider suitable, for approval. During the first year in which the bilingual course is taught, a common reader may be used in the second and third standards, and also in the fourth, fifth, and sixth standards. In submitting books for approval it should be borne in mind that no mere phrase book, having English and Irish translations can be sanctioned. For the third and higher standards texts containing short stories or other suitable continuous Irish reading matter are accepted.

## GRAMMAR.

A minute knowledge of the grammar in Irish prescribed for the fifth, sixth and seventh standards is not required, but the rudiments of the headings specified should be known.

## SINGING.

Songs in Irish and in English may be taught. Irish songs set to music both in the tonic-sol-fa and in the staff notations are now easily procurable.

N.B.—Whenever grouping of standards is allowed in the teaching of English, a corresponding grouping of standards is allowed in teaching Irish.

## OPTIONAL SUBJECTS.

NOTE (1.) *Alternative programmes of equal difficulty may be submitted by managers for approval.*

(2.) *The examination in languages is both oral and written.  
Fairly correct pronunciation is essential for a pass.*

## IRISH.

(For particulars as to payment for instruction in Irish as an ordinary subject, see p.127)

N.B.—During the Irish lesson the Irish language should be used as exclusively as possible. From the very beginning Irish should, where possible, be explained through the medium of Irish.

*Infants and first standard.*

To read, spell, and understand words of two and three letters, as in say, 1st eight lessons of "Pphtleoban" (Gaelic Primer) or in 1st eight lessons of "C-naíca Deaga Saeóilge," Pt. I. (Miss Borthwick).

The senior pupils of the first standard should be able to read, spell, and understand the first 25 pages of the "Pphtleoban" or "C-naíca Deaga Saeóilge," Pt. I. (all). They should also be able to copy on slate or paper words taken from their Reading books and written on the blackboard by the teacher.

*Second standard.*

To read, spell, and understand "An Ceo Leabur," Parts I. and II. or "C-naíca Deaga," Parts I. and II. (Miss Borthwick). To write an Irish copy (round hand).

To repeat 20 lines of poetry.

*Third standard.*

To read, spell, and understand "An Tarna Leabur" or "C-naíca Deaga Saeóilge," Pt. III. (Miss Borthwick), and "Caróir an Cháin." To write an Irish copy (small hand).

To repeat 40 lines of poetry.

*Fourth standard.*

To read and understand about 40 pages of easy Irish, such, say, as is contained in "Ceitíe Sgeulca" (Dr. Hyde), or "Áiríde Saeóilge," Part I., (Rev. P. Dinneen), or "Sgeóilge as Obar" (Ryan).

To repeat 50 lines of poetry.

*Composition and Grammar* :—To know the nouns, verbs, and adjectives in the text selected, and to form sentences containing some of these parts of speech.

*Fifth standard.*

To read, understand, and explain about 50 pages of Irish matter, as, say, in "C-naíca Deaga as Sgeulca eile" (Doyle), or "Ceitíe Sgeulca eile" (Hyde), or 50 pages of "Seoras" (Rev. P. O'Leary), or "Áiríde Saeóilge," Pt. II. (Rev. P. Dinneen).

To repeat 60 lines of poetry.

*Grammar and Composition* :—Declension of nouns and conjugation of regular verb. To write a short letter. Easy Irish conversation.

*Sixth and seventh standards.*

To read, understand, and explain about 70 pages of Irish. The matter in "Pphtleoban" (Dinneen) or "Ceitíe Sgeulca" (Con. Desmond) or 70 pages of either of the following :— "Ceitíe Sgeulca eile" (Dinneen), "Duan na hEolag" (Dinneen), "Sgeuláirí Fuaránúige" or "Ceitíe Lomnóidín," or "C-naíca Deaga R'n Cháin" (O'Malley), or "Snaí Ceitíe" (Naughton), would be sufficient.

The same book cannot be read by a pupil in successive years.

*Grammar and Composition* :—Outlines of Grammar to end of regular verb. To write a letter or short essay on a familiar subject. Easy Irish conversation.

## NOTES.

1. The courses for the different standards are graduated on the assumption that the pupils have learned the courses prescribed for the preceding standards. Where this has not been done, the pupils may take the course suited to their knowledge of the subject.

2. The use of the text books mentioned in the programme is not obligatory. Managers and teachers may submit for approval other suitable texts if they consider it desirable to do so.

3. A grouping of standards similar or corresponding to the grouping allowed, under certain conditions in the case of English, is also permissible in the case of Irish, when the circumstances of the school render such grouping desirable.

## FRENCH.

## First year.

(a.) First part of Hall's "First French Course," or an equivalent portion of a similar work.

(b.) To write French phrases dictated from the selected book.

## Second year.

(a.) Second and third parts of Hall's "First French Course," or an equivalent portion of a similar work.

(b.) To write French phrases and sentences dictated from the selected book.

## Third year.

(a.) Any approved book of French prose.

(b.) Translation of an easy passage of English into French.

(c.) Grammar and dictation.

## LATIN.

## First year.

Smith's "Principia Latina," Part I., or any similar elementary book.

## Second year.

(a.) One book of Caesar.

(b.) Smith's "Principia Latina," Parts I and II., or any similar elementary book.

## Third year.

(a.) One book of Caesar and one book of Virgil, or an equivalent amount in prose and verse. The prose taken must be different from that read in the second year's course.

(b.) An easy passage of English to be translated into Latin prose.

## I.—MATHEMATICS.

## ARITHMETIC AND ALGEBRA.

## Fifth standard.

Arithmetic.—The arithmetic of the standard.

Algebra.—Definitions, simple rules; computation of algebraic expressions; easy simple equations and very easy problems, easy factors.

## Sixth standard.

In addition to the above,

Arithmetic.—The arithmetic of the standard.

Algebra.—Simple equations and problems producing them, simultaneous equations; algebraic fractions, involution (squaring and cubing), and extraction of square root; more difficult factors.

## Seventh standard.

In addition to the above.

Arithmetic.—The arithmetic of the standard.

Algebra.—Quadratic equations and problems producing them; factors, theory of indices, with application to logarithms; simple exercises in logarithms.

II.—MATHEMATICS.

GEOMETRY AND MENSURATION.

(Diagrams should be drawn by means of ruler, compass, &c. Models of the solids should be used, the pupils to make them, if possible.)

*Fifth standard.*

Geometry—Definitions—Euclid, I.—XXVI.

Mensuration—Areas of rectilinear figures from diagrams drawn to scale.

*Sixth standard.*

Geometry—Euclid, Books I. and II.

Mensuration—Easy problems on the circle. Surfaces of the cylinder, pyramid, cone, and sphere.

*Seventh standard.*

Geometry—Euclid, Books I., II., and III., and very easy exercises on Book I.

Mensuration—Ellipse, solidity of prism, cylinder, cone, and sphere.

In rural schools the elements of practical land surveying, with the use of the field book, may be taken as an alternative course in mensuration.

1907

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## PROGRAMME OF EXAMINATION FOR CANDIDATE MONITORS.

(THREE YEARS' COURSE.)

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1. Ordinary school course for the sixth standard.
2. LITERATURE.—To recite 150 lines from Byron, Campbell, or Longfellow.
3. GENERAL READING.—Lamb, "Adventures of Ulysses" (school text).
4. COMPOSITION. The subject will be set from the book suggested for general reading.
5. GRAMMAR.—Orthography, etymology, and the more important rules of syntax.
6. GEOGRAPHY.—The United Kingdom and India.
7. GEOMETRY (Boys).—Euclid, Book I, to proposition 16. (Optional for girls).
8. ALGEBRA (Boys).—Easy questions in the four simple rules, and removal of brackets. (Optional for Girls).

NOTE.—Monitors appointed for five years under the old scheme are not eligible to compete for monitorships under this scheme.

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## PROGRAMME FOR MONITORS.

1. The inspector tests the teaching capacity of the monitors by his observation of their work at his visits to the school, and their continuance in office depends on his report. Service marks are awarded annually, and these marks are added to the total obtained at the examination held in the final year.

2. During the last two years of service the monitors should receive adequate instruction in the best methods of teaching to a class the more important subjects of the school course.

3. Monitors appointed for a period of three years, are examined on the following programmes for third and fourth years at the end of their first and second years of service, respectively. They are expected to pass the King's scholarship examination in their final year.

4. It is desirable that monitors should study a book on methods of teaching, and be thoroughly acquainted with the "Notes for Teachers."

5. The same book may be used for general reading by all monitors except those in their final year, but the book must be changed from year to year.

## FIRST YEAR.

The ordinary programme of the standard in which the monitor is enrolled as a pupil, and in addition the following special subjects:—

LITERATURE.—To recite correctly, and with taste, 100 lines of poetry selected from some standard author.

BOOK FOR GENERAL READING.—Dickens—"A Christmas Carol."

COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—Orthography; etymology—inflection and declension of nouns and pronouns, with comparison of adjectives.

GEOGRAPHY.—A good knowledge of the geography of Ireland. The position of the three most important towns in each county to be indicated on a blank map, as well as other important features, to be indicated on a blank map.

## SECOND YEAR.

The ordinary programme of the standard in which the monitor is enrolled as a pupil, and in addition the following special subjects:—

LITERATURE.—To recite correctly, and with taste, 150 lines of poetry, selected from Scott, Gray, or Moore.

BOOK FOR GENERAL READING.—Lytton—"My Novel," or Defoe—"Robinson Crusoe."

COMPOSITION.—The subject is taken from the book prescribed for general reading.

GRAMMAR.—Orthography and etymology, as before, with conjugation of verbs.

GEOGRAPHY.—The United Kingdom.

## THIRD YEAR.\*

The ordinary programme of the seventh standard, and, in addition, the following special subjects:—

LITERATURE.—To recite correctly and with taste 150 lines selected from Addison, Gray, or Tennyson.

BOOK FOR GENERAL READING.—"Lamb's Tales from Shakespeare," viz.:—"Timon of Athens," "The Tempest," "The Comedy of Errors," "A Midsummer Night's Dream," "The Taming of the Shrew."

\* See introductory paragraph 3.

- COMPOSITION.—The subject is taken from the book prescribed for general reading.
- GRAMMAR.—Orthography, etymology, and syntax.
- GEOGRAPHY.—The United Kingdom and the British possessions. To fill in a blank map of Ireland.
- HISTORY.—General outline of the history of Great Britain and Ireland from 55 B.C. to 1066 A.D.
- GEOMETRY (Boys).—The first book of Euclid to the 32nd proposition; mensuration of rectilinear figures of three or four sides.
- ALGEBRA (Boys).—Up to and including easy questions in simple equations.

## FOURTH YEAR.\*

- The ordinary programme of the seventh standard, and, in addition the following special subjects:—
- LITERATURE.—To recite correctly and with taste and expression 150 lines selected from Shakespeare, Milton, or Macaulay.
- BOOK FOR GENERAL READING.—Dickens: "A Tale of Two Cities"
- COMPOSITION.—The subject is taken from the book prescribed for general reading.
- GRAMMAR.—As before, with application to the correction of faulty sentences.
- GEOGRAPHY.—As before; also (a.) The form, motions, and magnitude of the earth. (b.) The geography of Europe, and the map of the world.
- HISTORY.—General outline of the history of Great Britain and Ireland from 1066 A.D. to 1714 A.D.
- GEOMETRY (Boys).—Euclid, book I. The definitions and first eight propositions of the second book of Euclid; mensuration—rectilinear figures and the circle.
- ALGEBRA (Boys).—Factorising, fractions and simple equations.
- BOOK-KEEPING.—Cash and personal accounts.

## FINAL YEAR.\*

At Easter, in their final year, monitors are examined in the King's scholarship programme.

\* See introductory paragraph 3.



## JUNIOR ASSISTANT MISTRESSES.

## PROGRAMME OF EXAMINATION OF CANDIDATES.

- I. **READING.**—To read an ordinary passage in English with fair fluency and correctness.
- II. **WRITING.**—To write a similar passage from dictation in a fairly good hand, with correct spelling.
- III. \* **NEEDLEWORK.**—The same tests as prescribed for ordinary teachers (King's scholarship examination), viz. :—*Sewing.*—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching. *Knitting.*—Knitting of socks, darning. *Cutting-out.*—Boy's shirt, girl's chemise.
- IV. **HAND AND EYE TRAINING AND KINDERGARTEN.**—To satisfy the inspector as to competency to employ usefully junior pupils (to second standard inclusive) at kindergarten occupations, and at exercises in hand and eye training. (See syllabus).
- V. **OBJECT LESSONS.**—To satisfy the inspector as to competency to give object lessons to junior pupils in accordance with the suggestions in the "Notes for Teachers." (See Syllabus).

N.B.—Candidates are required to conduct their portion of the work of the school in the inspector's presence, and to show fair ability to teach junior pupils any of the ordinary subjects of instruction.

The inspector also reports on the candidate's general fitness, i.e., as to appearance, manners, and general address.

In addition to the examinations which are conducted by the inspectors during the year for the provisional recognition of junior assistant mistresses, an examination is held in each year at Easter on specially prepared papers for the continued recognition of such provisionally recognized teachers.

## SYLLABUS.

## HAND AND EYE TRAINING AND KINDERGARTEN.

Candidates are expected to have a knowledge of the underlying principles and of the methods of the kindergarten system, and to be able to apply them practically. These principles are found set forth in such books as "The Infant School," by Gunn, or "Education through Self-activity," by Bowen. Candidates should also show a practical knowledge of Froebel's gifts and occupations. "The Paradise of Childhood," or "Froebel's Gifts and Occupations," by R. G. Wiggia, are suitable text books.

## PAPER AND BRICK WORK.

- (1) To place sticks correctly in any position from drawings and description, and vice versa. Exercises with beads, cubes, and tablets.
- (2) To fold paper correctly from drawings, and to draw the plans of any fold from the paper.
- (3) To place bricks in various positions from drawings and description, and to draw their plans and elevations.

\* At the examination for provisional recognition as junior assistant mistress it is not necessary that the candidate should do a specimen of all these stitches: three under the head of sewing (button-hole and a patch to be two of them) and one under each of the heads of knitting and cutting-out will suffice. The patch should be tacked on, and one quarter (including a corner) completed on both sides. The inspector should vary the optional tests.

*Drawing.*

- (1.) To copy and originate designs of straight lines on dotted paper.
- (2.) To copy and originate designs of straight lines and simple curves on plain paper, when the main guide or boundary lines may be ruled.
- (3.) Candidates are expected to give evidence of having acquired fair freedom in drawing on the blackboard.

The most suitable exercises are various kinds of borders built up from the elementary designs and the repetition of writing forms; various sizes and shapes of tiles, making similar designs in the four quarters, and other easy symmetrical figures.

*Scale Drawing.*

Simple exercises involving the drawing of rectangular figures to various scales.

## OBJECT LESSONS.

*Plant Life.*

- (a.) Wild flowers, grasses, cereals, the commoner plants of the kitchen garden, leaves of trees, seeds (e.g. bean and pea), growth of seedlings.

*Common Things.*

- (b.) Food materials—Flour, oatmeal, sugar, tea, potatoes, milk, eggs, butter, cheese, salt, water, air.
- (c.) Household materials—Soda, starch, soap, vinegar, burning oil, candles, matches, coal, peat, needles, pins, cotton, wool, linen, calico, pencils, paper.

*Measurement, &c.*

- (a.) With tape measure or foot rule as applied to cutting out garments.
  - (b.) Of lengths and simple areas with a centimetre or inch rule.
  - (c.) The use of the thermometer; necessity for ventilation, fresh air, cleanliness and tidiness.
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**KING'S SCHOLARSHIP PROGRAMME.**

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**NOTES.**

1. The examination is held at Easter.
  2. Monitors and pupil-teachers who complete their periods of service, and who have passed the examination in this programme, are eligible for appointment as untrained assistants in National schools.
  3. Graduates and undergraduates of a university, and persons who within two years have passed the examinations in the middle or senior grade held by the Board of Intermediate Education, are required, as a condition for admission to a Training college, to present themselves for examination only in such subjects of this programme as are not covered by the special courses in which they have passed. All other candidates for admission to a Training college must present themselves for examination in the obligatory subjects of the programme with the exception of practice of teaching. (See also note on p. 115).
  4. Failure in reading, writing, spelling, composition, arithmetic, or in practice of teaching (for monitors, pupil-teachers, and junior assistant mistresses qualifying for assistantships) involves failure in the whole examination. Failure in one or even in two of the other obligatory subjects of the programme does not necessarily disqualify a candidate, but failure in three or more subjects disqualifies a candidate.
  5. The successful candidates are arranged in three divisions in order of merit.
  6. All the subjects of this programme are obligatory, with the exception of Irish, French, and Latin.
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## KING'S SCHOLARSHIP PROGRAMME

Subject.		
ENGLISH.	READING, ..	To read with fluency—correctness, and intelligence a passage in English prose or verse. To recite correctly and with taste 150 lines selected from Shakespeare or Milton.
	WRITING, ..	To write a neat and legible hand. To write pattern or model head lines in large and small hand.
	SPELLING AND PUNCTUATION. AND	To write correctly a passage from dictation.
	GRAMMAR, ..	To analyse and parse easy sentences. To be acquainted with elementary etymology and a general outline of the history of the English language.
	*ENGLISH LITERATURE AND COMPOSITION.	For general reading— $\frac{1}{2}$ (a) (1) Shakespeare's <i>Merchant of Venice</i> ; (2) Addison's <i>Sir Roger de Coverley Papers</i> . (b) (1) Goldsmith's <i>Traveller</i> ; (2) Scott's <i>Marmion</i> , Canto I.
GEOGRAPHY, — ..	Elementary, general geography (political and descriptive), with special reference to the United Kingdom and British Colonies. Mathematical geography. Form, size, and motions of the Earth. Elementary Physical Geography. To fill in an outline map of Ireland, showing the principal towns, mountains, and rivers.	
ARITHMETIC AND MENSURATION.	Simple and compound rules, measures, and multiples, vulgar and decimal fractions, the metric system, proportion (simple and compound), practice, square root, and the application of the unitary method to the solution of easy questions in simple interest, discount, and stocks. Reasons of the different Rules. Mensuration of rectilineal figures. [Difficult problems will not be given.]	
ALGEBRA (Men), ..	Elementary rules, G.C.M., L.C.M., fractions, extraction of square root, simple equations of one or two unknown quantities, and problems leading to them, simple factors, and easy quadratic equations.	
GEOMETRY (Men), —	Euclid, Books I. and II., with easy deductions from the propositions.	

\* No detailed questions are set on the works prescribed, but a knowledge of their subject matter is required.

KING'S SCHOLARSHIP PROGRAMME—*continued*.

Subject.	
BOOK-KEEPING, ..	Cash, personal, and goods account.
* PRACTICE OF TEACHING &c. (Examination will be Oral).	<p>(a) To give two test lessons in the inspector's presence. The inspector will require to be satisfied that the candidate is qualified to give instruction in physical drill.</p> <p>(b) Knowledge of the method of keeping the report book, roll book, and school register.</p> <p>Standard works on method of teaching should be studied. Full teaching notes of at least 30 lessons which have been given by the candidate, 10 of which should be object lessons, must be submitted. The test lessons will be selected from the list of prepared lessons.</p>
HISTORY, .. ..	General outline of the history of Great Britain and Ireland from 55 B.C. to 1901 A.D.
DRAWING, .. ..	<p>(a) Freehand.</p> <p>(b) Easy mechanical:—Construction of rectilinear figures from given sides; the bisection of lines and angles; the construction of rectilinear figures of given sides and angles; the construction of plain scales, the use of scales in pattern drawing.</p> <p><i>Sewing</i>.—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching.</p> <p><i>Knitting</i>.—Knitting of socks, darning.</p> <p><i>Cutting-out</i>.—Boy's shirt or girl's chemise.</p>
† NEEDLEWORK, .. (Women).	<p>Subject-matter of the school programme for both boys and girls for Standards IV., V., VI., and VII. Candidates are also required to produce a note-book containing a record of their own experimental work illustrating the above programme. Special attention should be paid to the applications of the experimental science course to the laws of health and to the experiences of daily life. The principal teacher or other instructor must certify that the note-book contains a record of the candidates' own practical work.</p>
ELEMENTARY SCIENCE .. (For monitors and pupil teachers in equipped schools, or other candidates who elect to take this course.)	<p>The measurement of length, area and volume. The most important effects of heat on solids, liquids, and gases, and upon typical food materials. Ventilation—necessity for pure air. Transference of heat—application to clothing, and necessity of maintaining the body temperature above its surroundings. The nature of combustion—the burning of a coal fire, oil lamps, candle, and lucifer match, the burning of food in the human body. General structure of the body. Respiration and the organs involved. The circulatory system—the work of the heart. The digestive system, absorption, and assimilation of food. Bacteria and daily life; health and sickness; prevention of disease; nursing the sick; cleanliness; necessity for pure water; health and cleanliness in the schoolroom. Preservation of food.</p>
or	
DOMESTIC ECONOMY AND HYGIENE. (For candidates from un-equipped schools.)	

\* For candidates qualifying for assistantships in National schools. When possible the practical test is applied to monitors, pupil teachers, and ordinary teachers in their schools at the inspection next preceding the examination which they wish to attend.

† In the case of needlework the candidates must satisfy the examiner in each of the three sections—sewing, knitting, and cutting-out.

## KING'S SCHOLARSHIP PROGRAMME—continued.

Subject.	
VOCAL MUSIC, .. (Theory).	<p><i>Staff Notation</i> :—Treble stave; major scales and key signatures; diatonic intervals; simple time signatures; transcription from one time to another; easy transposition; musical terms.</p> <p style="text-align: center;">or</p> <p><i>Tonic Sol-fa</i> :—The common scale, its chordal structure; mental effects; diatonic intervals; pitch of keys; two, three, and four-pulse measures; simple time names; musical terms.</p>
VOCAL MUSIC, .. (Practical Test.)	To sol-fa from the examiner's pointing on the modulator simple passages without transition; to sing an easy sight test from the tonic sol-fa notation or from the staff notation.
GENERAL INFORMATION, ..	An easy paper will be set to test the general knowledge of the candidate.
IRISH (optional), ..	<p>(a) To read, understand, and translate into English— "Ó: Ceap Leabair," Parts I. &amp; II., and "Ón Dairín Leabair;"</p> <p style="text-align: center;">or</p> <p>To read, understand, and translate into English— "Ceap Leabair," Pts. I., II., and III., (Miss Norma Borthwick), and "Ceap Leabair" (Doyle).</p> <p>(b) To re-translate into Irish, English translations or passages based on English translations, of the Irish texts selected in (a). The English passages proposed for translation into Irish will be such as can be translated by a candidate possessing a good knowledge of the Irish texts.</p> <p>(c.) Easy Irish conversation.</p> <p>(d.) Grammar—Aspiration and eclipses.</p>
FRENCH (optional), ..	<p>Translation into English :—Prensensé :—Rosa (Hachette).</p> <p>Grammar.</p> <p>Easy sentences for translation into French.</p> <p>An unprepared passage of easy French prose for translation into English.</p>
LATIN (optional) ..	<p>Translation into English :—Caesar : de Bello Gallico, Book I.</p> <p>Grammar.</p> <p>Easy sentences for translation into Latin.</p> <p>An unprepared passage of easy Latin prose for translation into English.</p>

## PROGRAMME FOR KING'S SCHOLARS.

## NOTES AS TO EXAMINATIONS OF KING'S SCHOLARS.

1. The examinations are held in July.
2. King's scholars undergoing a two years' course of training must, at the end of their first year, pass in the prescribed programme as a condition for being summoned to complete their course of training.
3. King's scholars, at the termination of their course of training, must pass the final examination as a condition of being recognized as trained and of receiving the diploma. A King's scholar, however, who fails, may be allowed a second trial, on the recommendation of the principal of his college, at the next following annual examination, on passing which the candidate will be recognised as trained and as eligible to obtain the diploma on the usual conditions.
4. Graduates of a University are exempted from the final examination in such subjects as are covered by their University degrees.
5. All subjects mentioned in this programme are *obligatory*, except where the contrary is indicated in the programme or foot-notes.
6. King's scholars may, in special cases, be exempted from examination in vocal music, but all students will, before exemption is granted, be tested early in the session by the inspector of music.
7. An examination in the optional subjects is not held by the Commissioners in the first year's course. The examination in the final year's course in optional subjects is conducted by the Commissioners, and teaching certificates are awarded to candidates who pass the examination.
8. Failure in reading, spelling, composition, arithmetic, or practice of teaching involves failure in the examination. Failure in one or even in two of the other obligatory subjects does not necessarily disqualify a candidate; but failure in three or more disqualifies a candidate. A candidate exempted from examination in any subject is disqualified if he fails in two or more subjects.
9. Students entering a Training College for a one year's course have the option of taking either the first or the final year's programme in the case of vocal music, or elementary science and object lessons, unless the Commissioners have already recognized them as qualified to teach the subject.
10. The successful candidates are arranged in three divisions.

## PROGRAMME FOR KING'S SCHOLARS.

Subject.	First Year.	Final Year.	
ENGLISH.	READING, ..	To read with fluency, correctness, intelligence, and expression, ordinary passages in English prose and verse, with explanation of the ordinary words and phrases in the passages read. To be prepared to recite a passage of 150 lines of suitable poetry.	As in the first year, a higher standard of proficiency being required. Recitation, same amount as in the first year, but different.
	*WRITING, ..	To write a neat and legible hand. To write suitable head lines in large and small hand.	As in the first year.
	SPELLING AND PUNCTUATION.	To write correctly from dictation a passage selected for the purpose.	As in the first year, a higher standard of proficiency being required. A larger number of marks will be deducted for each mistake in spelling.
	GRAMMAR, ..	Analysis and parsing. To be acquainted with a general outline of the history of the English language. [The questions in grammar will be of a practical nature].	As in the first year, with proceedy [The questions in grammar will be of a practical nature].
	†ENGLISH LITERATURE.	(a) History of English literature during the 19th century. (b) Study of some works of the period. These will be for 1907— Tennyson— <i>Locksley Hall</i> . Moore— <i>The Fire Worshipers</i> . In addition the following prose work should be studied :— Washington Irving— <i>Sketch Book</i> .	(a) The Loves of Dryden and Pope. (b) Study of some works of the period. These will be for 1907— Dryden— <i>Ode on St. Cecilia's Day</i> . Pope— <i> Windsor Forest</i> . In addition the following prose work should be studied :— Macaulay— <i>Lord Clive</i> .
‡COMPOSITION, ..	Books recommended for general reading :— Goldsmith— <i>The Vicar of Wakefield</i> ; <i>The Good-natured Man</i> . Scott— <i>Old Mortality</i> . Stevenson — <i>Virginibus Puerisque</i> .	Shakespeare— <i>King Lear</i> . Holmes— <i>The Autocrat of the Breakfast Table</i> . Lamb— <i>Essays of Elia</i> . Somerville— <i>Some Experiences of an Irish R.M.</i> Barlow— <i>Irish Idylls</i> .	

\* Candidates are liable to lose marks if the penmanship of their exercises in any subject is of an unsatisfactory nature.

† A minute knowledge is expected of the text of the prescribed works, but no questions are set requiring a knowledge of notes to the text.

‡ The subject or the treatment of the composition is suggested by the books prescribed, but no paper of questions is set. At least two books mentioned in each column should be read.



## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
GEOGRAPHY.	<p>(a) Elementary Physical Geography.</p> <p>(b) Geography of the British Empire (including the Colonies), with special reference to its commercial aspect.</p> <p>(c) To fill in an outline map of Great Britain or some portion of it, showing principal cities, mountains and rivers.</p>	
* ARITHMETIC AND MENSURATION.	<p>Simple and compound rules, measures, and multiples, vulgar and decimal fractions, the metric system, proportion (simple and compound), with a knowledge of the unitary method, practice, simple interest, discount, stocks, square root, averages, percentages, profit and loss, proportional parts.</p> <p>A knowledge of the theory of the subject will be required.</p> <p>To state and explain methods of mental calculation.</p> <p>Mensuration of rectilinear figures and of the circle and its sub-divisions. [Difficult questions will not be given.]</p>	<p>As in the first year, with progressions, systems of notation, logarithms. A knowledge of the theory of the subject will be required.</p> <p>Mensuration as in the first year, with surfaces and solid contents of cube, prism, pyramid, cone, and sphere. [Difficult questions will not be given].</p>
ALGEBRA (Men).	<p>Elementary rules, G.C.M., L.C.M., fractions, extraction of square root, simple equations of one or two unknown quantities, and problems leading to them, factors, quadratic equations, surds, simultaneous equations of a degree not higher than the first, and simple problems. [Difficult questions will not be given.]</p>	<p>As in the first year, with progressions, theory of quadratic equations, theory of fractional and negative indices, variation ratio, and proportion. [Difficult questions will not be given.]</p> <p>Simultaneous equations of a degree higher than the first; problems involving quadratic equations.</p> <p>Application of graphs to the solution of equations of the first degree in two unknowns. Tracing of a few simple curves, e.g. <math>y^2 = px</math>, <math>xy = c</math>.</p>

\* Mensuration is optional for women in the first year, and mensuration and logarithms are optional for women in the final year.

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
* GEOMETRY (Men), ..	Euclid, Books I., II., III., and IV., with easy deductions from the propositions. Accurate figures made by means of ruler, compasses and set square, are required.	As in the first year, with the definitions of Book V., Book VI., and easy deductions from the propositions Accurate figures made by means of ruler, compasses, and set square, are required.
† THEORY OF METHOD AND KINDERGARTEN.	The general principles of teaching, and the intelligent application of these principles to the teaching of the elementary subjects. Notes of lessons on elementary subjects, with full explanation of the proper method of using these notes. A knowledge of the principles and methods of the Kindergarten system. A practical knowledge of Fröbel's gifts and occupations, stick-laying, paper-folding and brickwork.	As in the first year with order of development of mental faculties; training of the senses of sight, touch, and hearing, and of memory, imagination, judgment, and reasoning, with their relation to school work; formation of habits and character; laws of health in relation to the school. Method of organizing and conducting an elementary school. To know the Commissioners Code.
‡ PRACTICE OF TEACHING, &c. (Examination will be oral.)	Test lessons, including such as require a knowledge of Kindergarten principles and practice.	(a) As in the first year. (b) To set classes to work, and to make changes in accordance with the time table of a school.
HISTORY, ..	History of the British Empire from 1689 to 1815. [Candidates will be expected to have a knowledge of the geography of Europe so far as it is required in connection with the history of the period.]	As in the first year.
§ DRAWING, ..	As in the King's Scholarship Examination. More advanced freehand drawing. To copy and originate designs on dotted and plain paper, with and without mechanical aids. Flat-washing in water-colour or shading by parallel lines. Free-arm blackboard drawing from copy and memory.	As in the first year. To be able to illustrate the fundamental rules of perspective as far as they help model drawing. To measure and compare heights and lengths at various distances. To draw correctly on paper and the blackboard simple models and groups of models placed in any position.

\* The actual proofs given in Euclid are not required but his method of reasoning must be adhered to, and the logical order of his propositions must be preserved. Proofs based on first principles are preferred.

† Candidates must be familiar with the "Notes for Teachers," and must give evidence of having studied some modern work on approved school methods, and (for final year) on Psychology. For 1907, *Cookson's New School Method, Parts I. & II.* is recommended for the first year students, and *Part III.* along with *Adams' Herbartian Psychology*, for those of the final year.

‡ The practical test is applied to King's scholars in their respective colleges.

§ At the examination in freehand both on paper and blackboard, rubbing out is not allowed. Students are expected to be able to perform on the blackboard any exercises which the pupils of a National school are required to work on paper.

PROGRAMME FOR KING'S SCHOLARS—*continued*.

Subject.	First Year.	Final Year.
DRAWING— <i>continued</i> ,	<p>To make drawings to any scale from dimensioned sketches, and to copy figures to different scales both on paper and the blackboard.</p> <p>To make dimensioned free-hand sketches suitable for exercises in scale drawing.</p>	<p>To construct with instruments, on paper and the blackboard, simple useful geometrical problems and scales.</p> <p>To correctly dimension and prepare drawings for workshop practice from rough dimension sketches.</p> <p>To draw sketches from models, and to accurately record on them the necessary dimensions.</p>
* NEEDLEWORK, (Women).	<p><i>Sewing</i>—Hemming, running, top-sewing, stitching, button-holes, sewing on of gathers, patching, with higher standard of work than in entrance examination. To prepare and set in a gusset as for man's shirt.</p> <p><i>Knitting</i>—Grown person's stocking with thickened heel; darning.</p> <p><i>Cutting-out</i>—Man's shirt, girl's overall, with yoke and sleeves. Measurements to be given in the case of the shirt.</p>	<p><i>Sewing</i>—As in the first year, with higher standard of work, whipstitch, straight and zig-zag featherstitch.</p> <p><i>Knitting</i>—As in the first year, with fancy knitting.</p> <p><i>Cutting-out</i>—Night dress for grown person.</p>
† COOKERY AND LAUNDRY WORK (Women).	Practical knowledge of elementary cookery. The various processes must be clearly understood.	As in the first year, with practical knowledge of elementary laundry work.
VOCAL MUSIC :— (Theory).	<p><i>Tonic Sol-fa</i> :—The common scale, its chordal structure; mental effects; diatonic intervals; the standard scale of pitch; octave marks; pitch of keys; the various kinds of measures; accents and divisions of pulses; time names; musical terms in common use.</p>	<p><i>Tonic Sol-fa</i> :—The common scale, its chordal and vibrational structure; mental effects; chromatic tones; diatonic and chromatic intervals; transition; bridge notes and distinguishing tones; the major and minor modes; the measures in common use; accents and divisions of pulses; time names; compass and training of voices; general teaching of the tonic sol-fa method; also translation from the staff into the tonic sol-fa notation and from the tonic sol-fa into the staff notation.</p>

\* Candidates must satisfy the examiner in each of the three sections—sewing, knitting, and cutting-out.

† Laundry work is optional.

## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
VOCAL MUSIC:— <i>(Practical Test).</i>	Each candidate will be tested in:—(1) solfaing while pointing from memory on the modulator any one of six previously prepared school songs; (2) reading in time; (3) solfaing from examiner's pointing on the modulator passages including simple transition of one remove; (4) singing at sight a simple test in tonic sol-fa notation, without transition; (5) taking down the notes of an ear test of three consecutive notes of the scale played or sung to <i>la</i> .	Each candidate will be tested in:—(1) solfaing and singing to words any one of six previously prepared school songs; (2) reading in time; (3) solfaing, from the examiner's pointing on the modulator, passages, including transitions of one remove and minor mode phrases; (4) singing at sight at test in tonic sol-fa notation, including simple transitions of one remove; (5) singing a simple staff notation test written in any key; (6) taking down the notes of an ear test or simple passage of at least six notes played on an instrument or sung to the syllable <i>la</i> . (7) to take part in a collective class performance of at least four pieces, in three or four part harmony.
ELEMENTARY SCIENCE & OBJECT LESSONS.	<p style="text-align: center;"><i>(Men.)</i></p> Measurements of length, area, volume, angles, mass, and weight in British and metric systems. Exercises in experimental arithmetic and geometry. Graphical representation of quantities on squared paper. The lever and balance. Relative weight or density of solids, liquids, and gases. Floating bodies; pressure of liquids, the siphon, U-tube. Pressure of the atmosphere; barometer, air-pump. General effects of heat on matter, chemical and physical changes; expansion, the thermometer, distillation, evaporation, solution, fusion, boiling, crystallisation, hygrometry. Weather observations; ventilation.	<p style="text-align: center;"><i>(Men.)</i></p> Revision of measurement and methods for finding "relative weight." Pressure of gases and liquids, Boyle's Law; increase of pressure of a gas at constant volume; Charles's Law. Modes of transference of heat, conduction, radiation, convection. Vapour pressure. Quantity of heat; heat unit; heat capacity. Latent heats of fusion and evaporation. Notions of a force; moment of a force; levers. Laws of motion; falling bodies; air and water pumps. Revision of composition of the atmosphere; burning of carbon in air. Acids as solvents for metals; gases evolved by action of common acids on metals.

## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
ELEMENTARY SCIENCE & OBJECT LESSONS —continued.	<p>Effect of strongly heating animal, vegetable, and mineral matter in air, leading to a knowledge of the composition of the atmosphere.</p> <p>The rusting of iron; the burning of substances in the air.</p> <p>Preparation and properties of the constituents of the air.</p>	<p>Burning of hydrogen in air; composition of water.</p> <p>Combustion and flame; nature of fuel and its products of combustion; examination of peat, coal, coal-gas, gas-burners, gas-meter, gas and lamp explosions; nature of burning oils; oil lamps.</p> <p>Food as the fuel of the body; the simplest physiological facts as to breathing, digestion, and the circulation of the blood.</p> <p>Necessity for pure air and pure water.</p> <p>The elements of the composition of the body; by what foods these are supplied and renewed.</p> <p>Nature and composition of chalk, lime, marble, and limestone; preparation and properties of carbonic acid gas.</p> <p>Hardness of water.</p> <p>Effects of animal and plant life on the atmosphere.</p> <p>Acids and alkalis; their interaction upon one another.</p>
	<p>(<i>Boys.</i>)</p> <p>Measurement of length, area, volume, angles, mass, and weight in British and metric systems</p> <p>Graphical representation of weights and measures; the lever and balance.</p> <p>Relative weights of solids, liquids, and gases; floating bodies.</p> <p>Pressure of the atmosphere, barometer.</p> <p>General effects of heat on matter, with special reference to the operations of the household; expansion; the thermometer; dissolving and melting; boiling, evaporation, distillation.</p> <p>Moisture in the air.</p> <p>Transmission of heat; applications to cooking, warming, and clothing.</p> <p>Ventilation.</p>	<p>(<i>Girls.</i>)</p> <p>Revision of mensuration and methods for finding "relative weight."</p> <p>Hotness or temperature as distinguished from quantity of heat.</p> <p>Measurement of loss and gain of heat.</p> <p>Change of state, and heat changes involved.</p> <p>Changes produced by action of heat and acids on chalk or limestone; hard water; water supply for domestic purposes.</p> <p>Acids and alkalis, their interaction upon one another</p> <p>Nature and use of soap, soda, ammonia, &amp;c.</p> <p>Fuel: coal; coal-gas; burning oil; peat.</p> <p>Gas and lamp explosions.</p> <p>Combustion and flame treated more fully than in first year.</p>

PROGRAMME FOR KING'S SCHOLARS—*continued.*

Subject.	First Year.	Final Year.
ELEMENTARY SCIENCE & OBJECT LESSONS — <i>continued.</i>	<p>Effect of heating animal, vegetable, and mineral substances in air, leading to a knowledge of nature of combustion, composition of the atmosphere, and nature of food substances.</p> <p>The changes that iron and phosphorus undergo when exposed to the atmosphere.</p> <p>Preparation and properties of constituents of the air</p> <p>The burning of carbon in the air.</p>	<p>Food as the fuel of the body; the simplest physiological facts as to breathing, digestion, and the circulation of the blood.</p> <p>Necessity for pure air and pure water.</p> <p>The elements of the composition of the body; by what foods these are supplied and renewed.</p> <p>Examination of some common food substances—<i>e.g.</i>, flour, eggs, milk, sugar.</p> <p>Changes occurring during the cooking of animal and vegetable food.</p> <p>Loaf of bread; fermentation and yeast; baking powder.</p> <p>Putrefaction and decay; preservation of food.</p> <p>Organisms producing decay and disease.</p>
	<p>(<i>Men and Women.</i>)</p> <p>Questions will be set to test the ability of candidates to prepare and treat object lessons, having in view the purposes for which such lessons are given. Only the more familiar subjects and phenomena of every day experience will be comprised in such questions.</p>	<p>(<i>Men and Women.</i>)</p> <p>Questions will be set to test the ability of candidates to prepare and treat object lessons, having in view the purposes for which such lessons are given. Only the more familiar subjects and phenomena of every day experience will be comprised in such questions.</p>
PHYSICAL DRILL, ..	All candidates are expected to give evidence of having received effective training in physical drill.	All candidates are expected to give evidence of having received effective training in physical drill.
IRISH (optional), ..	<p>(a) To read, understand, and translate into English "Cataon Cospoi agny Sgeulca Cite" (Doyle) and "Ceirne Sgeulca" (Hyde).</p> <p>(b) To translate an easy English passage into Irish</p> <p>(c) Irish conversation.</p> <p>(d) Grammar—aspersion, eclipsis, article, noun, pronoun, adjective, regular verb, verbs <i>ir</i> and <i>ed</i>.</p>	<p>1. To be able to read, write, and speak Irish.</p> <p>[It is not expected that candidates who are not native Irish speakers should speak Irish with native fluency; but it is expected that they should have made some progress in acquiring a conversational knowledge of the language].</p> <p>2. To be acquainted with the full course of instruction in Irish prescribed for pupils in National schools.</p> <p>3. To translate an ordinary piece of English into Irish.</p> <p>4. To translate an ordinary piece of Irish into English.</p>

## PROGRAMME FOR KING'S SCHOLARS—continued.

Subject.	First Year.	Final Year.
IRISH (optional)— continued.		5. To possess a good knowledge of the following Irish works: COSMAIC O'CONNILL (Rev. P. Dinneen) or SEAFIN COADÉTA (Naughton). Life of 'Duanánó Buidé 'MáeCosmápa (Fleming). Lay of Oisín in <i>Tír na            n-óg</i> . (Edited by Flannery). 6. To understand the essential portions of Irish grammar.
FRENCH (optional), ..	Translation into English:— <i>Émile Souvestre</i> .— <i>Au coin            du feu</i> (Hachette). Grammar. Easy sentences for translation into French. A short passage of French prose for translation into English (unprescribed).	Translation into English of two French works, one in prose, one in verse. These works for 1907 will be:— Erekmann-Chatrion. <i>Histoire            d'un Cosseret de 1813</i> . Corneille.— <i>Cinna</i> . Passages of moderate difficulty for translation into English at sight. Grammar, including syntax and common idioms. Translation into French of an easy passage of English prose. Composition.—A short letter in French on a simple subject. Fair correctness of pronunciation.
LATIN (optional), ..	Translation into English:— <i>Cicero</i> .— <i>de Senectute</i> . <i>Virgil</i> .— <i>Aeneid</i> , Book I. (lines 1 to 400). Grammar. Translation into English of an unprescribed passage of easy Latin prose or verse. Easy sentences for translation into Latin.	Translation into English of two Latin works, one in prose, one in verse. These works for 1907 will be:— <i>Livy</i> .— <i>Book xxi</i> . <i>Virgil</i> .— <i>Aeneid</i> , <i>Book ii</i> . Grammar. Translation into English of an unprescribed passage of Latin prose or verse. Translation into Latin of a simple passage of English prose.

PROGRAMME OF EXAMINATION FOR TEACHERS SEEKING  
CERTIFICATES IN FRENCH, LATIN, AND IRISH.

FRENCH.

1. Translation into English of two French works, one in prose, one in verse. These works, for 1907, will be :—

Brokmann-Chatrion—*Histoire d'un Concert de 1813*.  
Cornille-Oinca.

2. Passages of moderate difficulty for translation in English at sight.
3. Grammar, including syntax and common idioms.
4. Translation into French of an easy passage of English prose.
5. Composition :—A short letter in French on a simple subject.
6. Fair correctness of pronunciation.

LATIN.

1. Translation into English of two Latin works, one in prose, one in verse. These works, for 1907, will be :—

Livy—*Book XXII*.  
Virgil—*Æneid, Book II*.

2. Translation into English of an unprescribed passage of Latin prose or verse.
3. Grammar.
4. Translation into Latin of a simple passage of English prose.

IRISH.

1. To be able to read, write, and speak Irish.

[It is not expected that candidates who are not native Irish speakers should speak Irish with native fluency: but it is expected that they should have made some progress in acquiring a conversational knowledge of the language.]

2. To be acquainted with the full course of instruction in Irish prescribed for pupils in National Schools.

3. To translate an ordinary piece of English into Irish.

4. To translate an ordinary piece of Irish into English.

To possess a good knowledge of the following Irish works :—

Cogmac OConaill (by Rev. P. Dinneen), or "Scarf Coarta"  
(Naughton).

Life of Donnchad Mac MacConnara (by Fleming).

Lay of Oisín in *Ura na n-óig*. (Edited by Flannery.)

5. To understand the essential portions of Irish Grammar.



## SCHEDULE XIX.

*SPECIAL PROVISION FOR INSTRUCTION IN IRISH IN  
NATIONAL SCHOOLS AND TRAINING COLLEGES.*

## I.

## IRISH AS AN ORDINARY SUBJECT IN NATIONAL SCHOOLS.

*(For the programme see page 105.)*

Special fees will be paid for instruction in Irish as an ordinary subject in National schools, subject to the following conditions:—

1. The teacher must be qualified. (In the oral test he must have secured at least 33 per cent. of the maximum mark).
2. The programme must be sanctioned by the Commissioners, and should be of such a character as to make a permanent knowledge of the language probable in case the pupils reach the higher standards.
3. A fair proportion of the pupils must be in the senior section (*i.e.*, fourth or higher standards).
4. No child is to be compelled to join the Irish class whose parents object. Children not learning Irish should be given suitable work to do in the school.
5. The Irish instruction must not interfere injuriously with the time allowed for the ordinary subjects, or with the pupils' proficiency therein. All the subjects of the programme must be considered as of primary importance, unless the school is exempt from any of them.
6. Should the general report on a school be unsatisfactory for two successive years, the teaching of Irish must be discontinued, unless the subject is taught outside the "attendance."
7. A special record of the attendance, according to a prescribed form, must be kept for the Irish class.

The fee will be payable for pupils in the second and higher standards.

The fee will be 1s. per unit of average attendance at the Irish class in the second and third standards, and 2s. 6d. per unit in the fourth and higher standards, provided that the proficiency is satisfactory. The fees may be reduced or withheld at the discretion of the Commissioners.

## II.

IRISH IN SCHOOLS WHERE THE BILINGUAL PROGRAMME HAS BEEN  
SANCTIONED BY THE COMMISSIONERS.*(For the bilingual programme see page 102.)*

The use of the bilingual programme may be permitted only—

- (1) If the home language of the majority of the pupils is Irish;
- (2) If the teacher can speak Irish fluently;
- (3) If instruction through the medium of English will be given to any exclusively English-speaking pupils whose parents desire it.

In schools in which the bilingual programme is adopted, Irish should be mainly the medium of instruction for the junior standards (I. to III.), and English mainly for the higher.

The programme should be taught satisfactorily, and the merit of the teaching should be judged by the proficiency both in Irish and English, the former being the main factor in the case of the junior classes, and the latter in the case of the higher.

Permission to use the bilingual programme will be withdrawn if the school declines in usefulness under bilingual conditions, or, if the recognised Irish-speaking teacher leaves, unless his successor satisfies the condition as to knowledge of Irish.

The decision as to whether the foregoing conditions have been satisfied rests with the Commissioners.

Where the conditions have been fulfilled a fee of 4s. on each unit of the average attendance may be paid.

No fee for Irish as an ordinary subject will be payable for any pupil of a "bilingual" school for whom the 4s. fee is payable.

### III.

#### IRISH IN RECOGNISED TRAINING COLLEGES.

Prizes not exceeding thirty in number may be awarded annually to King's scholars who, at the close of their final year of training, pass the examination generally and obtain a certificate of competency to teach Irish.

No teacher already "certificated" in Irish is eligible for a prize.

A prize is not awarded to any student who does not display adequate colloquial knowledge of Irish.

If more than thirty King's scholars satisfy the required conditions, the prizes are awarded to the best answerers, irrespective of what college they have attended.

The prize for each King's scholar is £5. A sum of £10 may also be awarded to every teacher who has obtained a prize of £5 as a King's scholar at the final examination for King's scholars, and who is thereafter reported to have shown high merit in the teaching of Irish for two consecutive years in a National school.

### IV.

#### PAYMENT OF FEES FOR IRISH IN COLLEGES WHERE TEACHERS ATTEND SUMMER COURSES IN THAT SUBJECT.

The special Irish "Colleges" must have a course, of at least four weeks comprising daily instruction for not less than four hours under teachers whose competency is certified by some recognised authority.

The number of students under any one teacher may not exceed 25.

A record of the students' attendances must be kept according to a prescribed form, and the Board's inspectors must be permitted to visit and inspect the college at any time during a training course.

Any student who absents himself from classes, except owing to illness or other reasonable cause, will not be recognised as eligible to earn payment for the college.

No student will be paid for if he fails to attend three-fourths of the lessons, but if his absence is owing to illness the Commissioners may allow him to receive supplemental lessons sufficient to secure payment.

A qualified substitute may be employed by the teacher of a National school during his absence at any of these classes, and the service of a substitute will be recognised as service given by the teacher.

No student who is already certificated by the Board in Irish will be paid for.

At the end of the courses, which should be made to synchronize in the several colleges, the Board's inspectors will examine the National school teachers who have attended.

Those who pass this examination will be registered as qualified to teach "Irish as an ordinary subject," and those who reach a sufficiently high standard will be registered as competent to take charge of a bilingual school.

A payment of £5 will be made to the college for each teacher who passes the examination, and who subsequently teaches Irish satisfactorily in a public school for one year.

The Commissioners reserve to themselves the right to refuse recognition of any "Irish College."

Only one session will be recognised in any year.

## V.

## IRISH IN EVENING SCHOOLS.

In evening schools where Irish is successfully taught book prizes may be awarded to the pupils for proficiency in that subject on the following conditions:

(a.) No prize can be awarded for any pass in a lower programme than that prescribed for the fourth standard in day schools;

(b.) No prize can be awarded unless the number of pupils learning such programme, and presented for examination, is at least five, and unless the proficiency in Irish is pronounced good;

(c.) In the case of a school in which the number of pupils presented for examination is not less than five and not more than nineteen the prizes cannot exceed £1 in total value.

(d.) In the case of a school in which the number of pupils presented for examination is at least twenty, the prizes cannot exceed £2 in total value.

The candidates may select the books, subject to the approval of the manager and of the Commissioners.

The books are purchased by the Commissioners and sent to the schools, carriage paid.

## VI.

## (a.) NEW APPOINTMENTS TO SCHOOLS IN IRISH-SPEAKING DISTRICTS.

## (b.) QUALIFIED EXTERN TEACHERS.

(a.) In the case of new appointments to schools in Irish-speaking districts, teachers are required to have an oral knowledge of Irish.

(b.) Qualified extern teachers may be recognised in National schools, with the approval of the Commissioners, to give instruction in certain subjects of the programme in which the ordinary teachers are not qualified.

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OLIVER & BOYD, EDINBURGH.

1907.

[Cd. 3739.] Price 4½d.

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## NATIONAL EDUCATION, IRELAND.

## EXAMINATION PAPERS, 1906.

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I. QUESTIONS set to King's scholars at the close of their course.

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PENMANSHIP.

Half an hour allowed for this paper.

Mr. O'RIORDAN, Senior Inspector.

Mr. W. J. BROWNE, District Inspector.

Write the following passages :—

- (a.) As a headline in large hand.
- (b.) As a headline in small hand.
- (c.) (d.) (e.) In a neat legible hand.

(a.) Embarrassment.

(b.) The quality of mercy is not strained.

(c.) A CHIEFTAIN to the Highlands bound,

Cries "Boatman, do not tarry!

And I'll give thee a silver pound,

To row us o'er the ferry."

"Now, who be ye would cross Lochgyle,

This dark and stormy water?"

"O, I'm the Chief of Ulva's isle,

And this, Lord Ullin's daughter."

THOMAS CAMPBELL.

(d.) Aloysius O'Sullivan, Glengariffe, N.S., 5th July, 1906.

(e.) On the 15th of June, 1815, the allied armies were lying between Brussels and the French frontier. On the evening of that day the Duchess of Richmond gave a grand ball, which was attended by the Duke of Wellington and his staff.

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SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—*The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.*

Mr. KELLY, Senior Inspector.

Mr. SEMPLE, District Inspector.

Mr. Sheridan saw nothing great, nothing magnanimous, nothing open, nothing direct in his measures or his mind. On the contrary, he pursued the worst objects by the worst means. His course was an eternal deviation from rectitude.

At one time he tyrannized over the will, and at another time deluded the understanding. As well might the writhing obliquity of the serpent be compared to the direct path of the arrow, as the duplicity of Mr. Hastings' ambition to the simple steadiness of genuine magnanimity. In his mind all was shuffling, ambiguous, dark, insidious, and little. Nothing simple, nothing unmixed; all affected plainness and actual dissimulation. He was a heterogeneous mass of contradictory qualities, with nothing great but his crimes, and those contrasted by the littleness of his motives; which at once denoted his profligacy and his meanness, and marked him for a traitor and a juggler. In his style of writing Mr. Sheridan preserved the same mixture of contrarieties. The most grovelling ideas he conveyed in the most inflated language, giving mock consequence to low cavils, and uttering quibbles in heroics; so that his compositions disgusted the taste of the understanding, as much as his actions excited the abhorrence of the soul. Mr. Sheridan traced the same character through almost every department of his government. Alike in the military and political line, we might observe auctioneering ambassadors and trading generals. We saw a revolution brought about by an affidavit, an army employed in executing an arrest; a town besieged on a note of hand, and a prince dethroned for the balance of an account.

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## GRAMMAR.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value.*

Mr. W. A. BROWN, Senior Inspector.  
Mr. McENNEY, District Inspector.

### 1. Analyse—

But he once passed, soon after, when man fell,  
Strange alteration! Sin and Death amain  
Following his track, such was the will of Heaven,  
Paved after time a broad and better way  
Over the dark abyss, whose boiling gulf  
Tamely endured a bridge of wondrous length.

### 2. Parse the italicised words in the above passage.

3. Give the etymology of the following pronouns, and show how their use has varied:—*this, that, what, which, whose.*

4. Explain the influence of Norman French on English Grammar.

5. Give the derivation of the following words:—*alive, entail, king, knife, muslin, heresy, chalice, archbishop, cheese, kitchen.*

6. What traces of reduplication remain in the English verb?

7. Describe the following, and give an example of each:—  
(a) The Sonnet, (b) Ottava Rima, (c) The Spenserian Stanza.

8. Correct any defects in the grammar or style of the following:—

- (a.) Erected to the memory of John Jones accidentally shot as a mark of affection by his brother.
- (b.) I shall have great pleasure in accepting your invitation.
- (c.) The parcel shall be delivered at your door before evening.
- (d.) John and I shall be happy to see you.

9. Give the history of the gerund.

10. Classify adjectives irregularly compared. Give two examples of each class.

### ENGLISH COMPOSITION.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. DEWAR, Senior Inspector.

Mr. FITZPATRICK, District Inspector.

#### SUBJECTS FOR ESSAY.

(1.) "The pen was, in Addison's time, a more powerful political engine than the tongue."

(2.) Addison as "the greatest of the English Essayists and the forerunner of the great English Novelists."

(3.) Instability of power and fame.

(4.) Empire Building.

## ENGLISH LITERATURE.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one at least from each Section, A, B, C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. DALY, Senior Inspector.

Mr. MAHON, District Inspector.

## SECTION A.

- (a) Give an account of Shakespeare's life in London.  
(b) How was he associated with the Earl of Southampton, Ben Jonson and Robert Greene?
- What part did Milton take in political affairs?  
Give a description of his life after the Restoration.
- Comus*, *Areopagitica*, *Tetrachordon*, *Iconoclastes*.

Write brief notes descriptive of these works, referring specially to their connection with events in Milton's life.

## SECTION B.

- Quote the advice of Polonius to Laertes.
- (a) Like Niohe, all tears.  
(b) A countenance more in sorrow than in anger.  
(c) Springes to catch woodcocks.  
(d) The glass of fashion.  
(e) Conceit upon her father.  
(f) This fell sergeant.  
(g) A fellow of infinite jest.  
(h) What's Hecuba to him or he to Hecuba?

By whom and in what connection is each of the above spoken?

6. Quote in full Hamlet's appreciation of Horatio's character commencing:—

“ . . . thou art e'en as just a man  
As e'er my conversation coped withal.”

- Write a summary of the Churchyard Scene in Hamlet.

## SECTION C.

8. (a) Show how Milton interweaves Christian and classical imagery in *Lycidas*.

(b) Quote from the same poem the lines in which reference is made to the crisis in the National Church.



9. (a) Contrast the references to music in *L'Allegro* and *Il Penseroso* respectively.

(b) Show by quotation that Milton seems to prefer the pensive to the mirthful humour.

10. In *L'Allegro* and *Il Penseroso* whole pictures are expressed in a single word.

Criticise this statement and illustrate your answer by quotations from each poem.

## ARITHMETIC AND MENSURATION.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions are all of equal value. Brief explanatory notes of your work should be given.

MALE CANDIDATES are NOT to attempt any questions in Section C. They may attempt not more than three questions in Section A, and not more than two in Section B.

FEMALE CANDIDATES may attempt not more than three questions in Section A, and not more than two of the seven questions in Sections B and C.

Mr. DALTON, Senior Inspector.

Mr. SHANNON, District Inspector.

### SECTION A.

1. Explain, as you would to a class, the best method of finding the Lowest Common Multiple of three or more numbers, and the principles on which it is based; and prove that the product of any two numbers is equal to the product of their G.C.M. and L.C.M.

2. Express as the decimal of 1 cwt. correctly to three places,

the value of the  $\left( \frac{1}{\sqrt{27} - \frac{1}{\sqrt{27} - \frac{1}{\sqrt{27}}}} \right)^{\text{th}}$  part of a kilogramme.

3. A steam-roller takes 20 days 6 hours 10 minutes to the mile, and its expense is £3 2s. 6d. per day. Find, by practice, the time required for steam-rolling the streets of a city consisting of 48 miles 6 furlongs 24 perches, and the total cost; the working day being 10 hours long.

4. A dealer buys 16, 20, and 24 horses respectively at three successive fairs. He expects to sell them at a gain of 30 per cent.; but he is obliged to dispose of them all at a uniform price for £2,700, thus losing 25 per cent. on the first lot, 20 per cent. on the second lot, and 10 per cent. on the third lot. What was the average price expected?

5. A man buys £1,500 in Consols ( $2\frac{1}{2}$  per cent.), at  $89\frac{1}{2}$ , and he invests £2,358 in railway guaranteed shares, yielding 4 per cent., at  $98\frac{1}{4}$ . The Consols subsequently rise to  $90\frac{1}{2}$  and the railway shares to  $98\frac{1}{2}$ . He then sells out of each as much as refunds half its own original purchase money. How much of each stock does he still hold?

6. The square of a complex fraction consisting of an integer plus  $\frac{1}{2}$  may be found mentally by adding a  $\frac{1}{2}$  to the product of the integral part and this part plus unity. Prove this.

Show how to apply the same method to such questions as finding the square of 195 and 205.

## SECTION B.

7. (a) What do you understand by saying that  $\log 2 = \cdot 3010300$ ?

(b) Given  $\log 2 = \cdot 30103$  and  $\log 3 = \cdot 4771213$ , find  $\log \frac{2}{3}$ .

8. (a) Compare the spherical surface of a hemisphere with the area of its circular end.

(b) A square building, having walls 24 feet long and 14 feet high, is covered with a pyramidal roof whose apex is 30 feet from the ground, and the sides of the roof are covered with sheet lead  $\frac{1}{8}$ -inch thick. What weight of lead will be required if a cubic inch of it weighs 7 ounces.

9. Assuming the usual rule for the area of any triangle, prove the following short method of finding the area of an equilateral triangle, viz. :—Square the side and multiply by  $\cdot 433$ .

10. A solid consisting of a right circular cone with its base exactly fitting the plane end of a hemisphere stands in a cylindrical vessel full of water, the spherical surface of the hemisphere so resting on the bottom that the axis of the cone is perpendicular. Find the weight of water displaced, having given the radius of the cylinder to be 3 feet and its height 4 feet, the radius of the hemisphere 2 feet and the height of the cone 4 feet.

[A cubic foot of water weighs 1,000 ounces;  $\pi = 3\cdot 1416$ .]

## SECTION C.

11. The 7th term of an Arithmetical Progression is 1, and the 13th term is 3; find the sum of the first 39 terms.

12. A ship's cargo, worth £17,589, is insured at  $4\frac{0}{6}$  for such a sum that, in case of loss, the owner recovers both the premium and the value of the cargo. Find the amount of the insurance policy.

13. (a) Explain what is meant by the *radix* of a scale, and show that the smaller the radix of the scale in which a number is expressed the greater will be the number of digits composing it.

(b) Express 1620529 in the duodecimal scale.

## ALGEBRA.—MBN.

Two hours allowed for this paper.

N. B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. McCINTOCK, Senior Inspector.  
Mr. MACMILLAN, District Inspector.

1. Out of a cask containing 360 quarts of pure alcohol a quantity is drawn and replaced by water. Of the mixture a second quantity, 84 quarts more than the first, is drawn and replaced by water: there is now as much water as alcohol in the cask. What quantity was drawn out at first?

2. If  $b$  be a mean proportional between  $a$  and  $c$ , show that—

$$(a + b + c)(a - b + c) = a^2 + b^2 + c^2.$$

3. If  $x$  varies as  $y$ , then  $x^2 + y^2$  varies as  $x^2$ .

4. (i) Prove that a quadratic equation cannot have more than two roots.

(ii.) If the equation  $x^2 - 15 - m(2x - 8) = 0$  has equal roots, find the values of  $m$ .

5. Solve—

$$x + y = 1072.$$

$$x^2 + y^2 = 16.$$

6. Insert between 6 and 16 two numbers such that the first three may be in A.P. and the last three in G.P.

7. Simplify—

$$(i) \frac{2\sqrt{\left(\frac{1}{3}\right)} + 3\sqrt{\left(\frac{1}{3}\right)}}{\frac{1}{3}\sqrt{\left(\frac{1}{3}\right)} - \frac{1}{3}\sqrt{\left(\frac{1}{3}\right)}}$$

$$(ii) x^{\frac{1}{2}} y^{\frac{1}{3}} \times \left(\frac{x^{-\frac{2}{3}}}{y}\right) + \{x^{-1} y^{-1}\}.$$

8. Trace the curves  $y = \frac{x^2}{8}$ , and  $x = -y^2$ , and find the coordinates of their points of intersection.

9. Find the G.C.M. of—

$$5a^4 - 3a^3 - 8a - 3, \text{ and}$$

$$a^3 - a^2 - 4a^2 - 3a - 2.$$

10. Define *Harmonical Progression*, and place two terms at each end of the progression 15, 20, 30.

## GEOMETRY.—MEN.

Two hours allowed for this paper.

N.B.—Only five questions are to be attempted, of which not more than three must be in Section A or in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

*Euclid's proofs need not be given, but his method of reasoning and the logical order of his theorems must be preserved. Algebraic solutions will not be accepted.*

Mr. ROSS, Senior Inspector.

Mr. CHAMBERS, Senior Inspector.

## SECTION A.

1. If a straight line touch a circle, and from the point of contact a straight line be drawn dividing the circle into two segments, the angles made by this line with the tangent are equal to the angles which are in the alternate segments.

2. To describe a regular pentagon about a given circle.

3. To describe a rectilineal figure which shall be similar to one, and equal to another given rectilineal figure.

4. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles proportionals; the remaining angles are equal, each to each, viz., those which are opposite to the homologous sides.

5. Parallelograms upon the same base and between the same parallels are equal to one another.

## SECTION B.

6. If from the extremities of any diameter of a circle perpendiculars be drawn to any chord of the circle, they shall meet the chord, or the chord produced, in two points which are equidistant from the centre of the circle.

7. Take any two points E and F in the sides AC, AB respectively of a triangle ABC; join EF, and draw from A a straight line passing through the middle point of EF, and cutting BC in D; show that  $CA \cdot AF \cdot BD = BA \cdot AE \cdot CD$ .

8. Two unequal circles intersect at A; show how to draw a straight line PAQ, cutting the one circumference in P and the other in Q, so that PA may equal AQ.

9. If ABC be an isosceles triangle of which the angles at B and C are each double of A; then the square on AC is equal to the square on BC, together with the rectangle contained by AC and BC.

10. AB is a given diameter of a circle, and CD is any parallel chord; if any point X in AB is joined to the extremities of CD; show that  $XC^2 + XD^2 = XA^2 + XB^2$ .

### THEORY OF METHOD.

Two hours allowed for this paper.

N.B. -Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. HEADEN, Senior Inspector.

Mr. M'GLADE, District Inspector.

1. "It is the chief business of education to pass from distinctly perceived individual notions to clear general notions." Discuss this statement. Explain briefly how the "perceived individual notions" are acquired, and indicate the stages in the passage to "general notions."

2. Why should the teaching of English grammar in our schools begin with the sentence and proceed analytically? Draw out a scheme of a progressive course in analysis of sentences leading up to grammatical parsing.

3. What is the chief use of a *dictation* exercise? Describe briefly how you would carry out a dictation exercise intended to teach correct spelling.

4. By what considerations would you be guided in deciding on a course of physical exercises for your pupils? How should they be conducted to secure the best disciplinary effects?

5. Trace the growth of the feelings in child life, and classify them. What feelings would you utilise as incentives to effort and application in (i) the infant classes, (ii) the upper classes of your school? Give reasons.

6. What are the advantages and disadvantages of each of the following plans for the distribution of the staff of a school.

- (i) Each teacher teaches the same course year after year.
- (ii) Each teacher advances with his class.

7. Enumerate the habits which are specially helpful towards securing (1) the intellectual progress of pupils, (2) the proper presentation of themselves and their work, (3) their effective moral training. Review the formation of any one in group (1).

8. Summarise the hygienic conditions which you consider essential in the school buildings and premises; and state the duties of the teacher with regard to any one of them.

9. Describe how you would introduce *new* songs in the (a) junior, (b) senior division of the school. What exercises might be practised as a preparation for part-singing in the latter division?

10. (For men only.) What are the main principles to be taught in introductory lessons on Model Drawing? Indicate the chief difficulties to be overcome in the actual drawing of common objects.

10a. (For women only.) Write out the substance of a collective lesson on patching calico, noting the various points which are to be explained to pupils of fourth standard.

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## HISTORY.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. PEDLOW, Senior Inspector.

Mr. McNEILL, District Inspector.

1. What were the different parties that made up the Constituent Assembly of 1789? Name some leaders of each group.

2. Draw a map of Spain and Portugal, showing mountain ranges and rivers, and on it place the following:—

Badajoz, Salamanca, Torres Vedras, Albuera, Vittoria, Saragossa.

3. Sketch the career of Danton.

4. Give an account of the chief events which happened in Italy, 1808-1810.

5. What were the terms of the Treaty of Reichenbach 1790, and of the Treaty of Jassy 1792? Who were the contracting parties in each case?

6. Give an account of the legal reforms introduced in France, 1801-1804.

7. England attacked Denmark in 1801 and 1807. Explain the causes, and narrate briefly the circumstances in each case.

8. Give a clear account of the movements of the French, Prussian, and English armies on the three days preceding Waterloo.

9. Describe shortly the diplomacy of Metternich.

10. Enumerate the important events in 1800 which led up to the Treaty of Lunéville. What were the terms of this treaty?

#### DRAWING.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted, one of which must be No. 6. The Examiner will read only the first four answers left uncanceled. In the answers to the geometrical questions all construction lines should be clearly shown.*

Dr. ALEXANDER, Senior Inspector.

Mr. COYNE, District Inspector.

Mr. BEVIS, Examiner.

1. State the principles by which you account for the apparent rising, as it recedes, of a horizontal plane below the level of the eye.

2. Sketch from memory a coal scuttle, or a silk hat resting on its top.

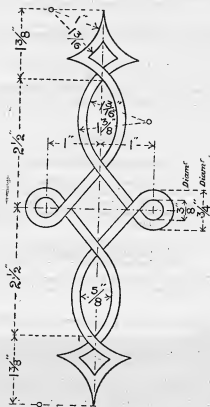
3. Construct a simple geometrical design, using the rhombus as a basis.

4. Explain clearly on what principle a diagonal scale is constructed. Draw a scale of  $\frac{1}{25}$ th to show yards, feet, and three inches, and show a distance of 1 yard 1 foot 6 inches.

5. Two houses, half a mile apart, are situated on a straight level road which extends from the foot of a neighbouring hill. A man at the top of the hill finds the angles of depression of the houses to be  $30^\circ$  and  $20^\circ$  respectively. Find the height of the hill.

6. Draw (full size) a figure similar to the one given on next page, according to the dimensions supplied.

Drawing.





## NEEDLEWORK.

Time allowed six hours and a half.

Mr. STRONGE, Senior Inspector.

Miss PRENDERGAST, Directress of Needlework.

## SEWING.

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following :—*top-sewing*, *hemming*, *running* (one seam top-sewn and felled, and a tuck), a *buttonhole* barred at each end; *sewing on gathers* (also known as "stocking-on"). One *buttonhole* and one *inch* of each of the stitches will suffice as samples, and candidate will do well not to exceed this amount, as, by increasing it, she will encroach upon the time required for other branches of this subject. A small gusset is to be set in as if for a man's shirt, top-sewn (from the wrong side) along the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of seam, which should be worked, for the purpose, some way from the edge of the material.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

## KNITTING AND DARNING.

Candidate is to knit a Penelope jacket of miniature size (to fit a small doll) completely finishing it. She will be supplied by Superintendent with a small piece of stocking-web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works from the wrong. On this piece she is to darn a *round hole*, not smaller than a *threepenny piece* or larger than a *sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage.

The specimen of darning is, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

## CUTTING-OUT.

Candidate will be required to cut out a night-dress for a grown person. The night-dress should be made to the following measurements, which are half the full size :—Length of yoke,  $8\frac{1}{2}$  inches; front shoulder,  $3\frac{1}{2}$  inches; length of body, 26 inches; width (exclusive of gores), 18 inches; length of sleeve (including cuff),  $10\frac{1}{2}$  inches. Paper for cutting out will

Needlework.

be provided. Article is to be tacked together with needle and thread; *no pins are to be left in it.* It is to be marked with examination number.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of any of these instructions may lessen the value of her work.

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COOKERY.—WOMEN.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. HOGAN, Senior Inspector.  
Miss FITZGERALD, Head Organizer.

1. Give method for lighting a gas stove. What must be done if gas lights back?
2. How should the following be cleaned:—Milk jugs, galvanized ware, sieves?
3. Give recipe for making coffee, and say how much coffee should be put to one pint of water. What are the effects of coffee on the system generally?
4. Describe the various chemical reactions which take place in ordinary bread making.
5. State the advantages and defects of roasting as compared with other modes of cooking. Describe the process of roasting. What are its principal objects?
6. How does the flesh of poultry and game differ from that of hatcher's meat? What other meat should be eaten with poultry, and why?
7. Write out hints as to proper method of giving a demonstration lesson in cookery.
8. What are the advantages and disadvantages of fish as a diet? When are mackerel and cod in season?
9. Explain fully why we eat most of our food cooked.
10. Discuss the value of legumes or pulse foods as food. What principle has to be kept in view in cooking them, and what should be eaten with them?

## VOCAL MUSIC.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted, one of which must be either Question No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Translate the following passage into the Tonic Sol-fa Notation :—



2. Write the following in the treble clef in Staff notation, using the eighth note, or quaver, for the pulse :—

Key  $F\sharp$

{ : s<sub>1</sub> | d : - . r : d | t<sub>1</sub> : l<sub>1</sub> : s<sub>1</sub> | s : - : - | l : - . t : d' }

{ | s : - . f : m | r : - : d | l<sub>1</sub> : - : - | - : - : t<sub>1</sub> }

{ | d : - . r : d | t<sub>1</sub> : l<sub>1</sub> : s<sub>1</sub> | s : - : - | l<sub>1</sub> : - . t : d' }

{ | s : - . f : m | r : - : d | d : - : - | - : - | }

3. Write all the minor sixths and diminished sevenths you can find in the *Loh* mode, harmonic form.

4. Write a short musical phrase showing the perfect and the imperfect methods of indicating transition.

Vocal Music.

5. Add the Key signatures and distinguishing tones indicated by the bridge-notes in the following phrases :—

(1) KEY E<sub>b</sub>.s l r f <sup>no</sup> t.

(2) KEY B.

t, d l, s, r, f, d.

(3) KEY G<sub>b</sub>.m s t, d <sup>no</sup> l.

(4) KEY A.

f r t, s \* r.

(5) KEY D<sub>b</sub>.

s f m d' l r.

6. Give the compass and characteristics of each of the four principal kinds of voices.

7. In training boys' voices what chief points are especially to be attended to?

8. Explain the following terms in general use :—

*Meno mosso* ; *Trio* ; *Ad libitum* ; *Baritone* ; *Legato*.

9. Name all the intervals you can find in the following chord :—



10. Write a short passage suitable as a modulator exercise in the *Lah* mode, introducing the tones *bah* and *se*.

### MANUAL INSTRUCTION.

Two hours allowed for this paper.

N.B.—*Five questions only to be attempted, of which at least two and not more than three are to be taken from each section, A and B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. SMITH, Senior Inspector.  
Mr. TIBBS, District Inspector.  
Mr. BEVIS, Examiner.

### SECTION A.

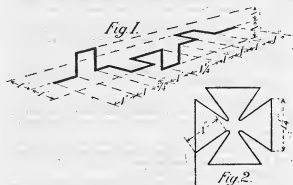
1. Draw the plan, also the front and the side elevations of the wire figure sketched in Fig. 1, and dimension it.

2. Draw the right-angle development of the design in Fig. 2, and put in the dimensions.

3. Describe how to construct a wire tripod stand.
4. Give on dotted paper a correctly dimensioned sketch of an exercise in bending in one plane.
5. What are the rules for correctly dimensioning a drawing for wire work?  
What precautions must be observed in putting in the dimensions?

## SECTION B.

6. Explain briefly but explicitly the various stages of drawing a cardboard pattern for cutting out.
7. Draw a perspective sketch of a model of a school form about two feet in length, and record on it all necessary dimensions.
8. Give a drawing of the development of the model described in Question 7.
9. Cut a stencil of a very simple "unit" in design, and describe by the aid of this stencil at least four applications of it, so as to form different patterns.
10. Describe four ways in which cardboard exercises may be combined with exercises on scale work.



## ELEMENTARY SCIENCE.—MEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value. Wherever possible illustrate your answers by careful diagrams.*

Dr. SKIFFINGTON, Senior Inspector.

Mr. HELLER, Organiser and Inspector of Elementary Science.

1. Give an outline sketch of a lesson or lessons on one of the following subjects :—(a) a limestone quarry, (b) a flour mill, or (c) a creamery.

2. Carefully describe in order the various stages in preparing, giving, and recording a lesson in experimental science in an ordinary National School. State how you would prepare your own work and organise that of your pupils.

3. Describe some method of finding the density of a gas.

4. What experiments would you make to verify the law connecting temperature and pressure of a gas, the volume of which is kept constant?

5. A copper calorimeter weighs 60 grams; 25 grams of water are placed in it, and the temperature is found to be  $60^{\circ}$  F.; 200 grams of mercury at  $160^{\circ}$  F. are now poured into the calorimeter, and the resulting temperature is  $76.2^{\circ}$  F. What amount of heat is necessary to raise 1 gram of mercury through  $1^{\circ}$  F.? (Assume specific heat of copper is one-tenth of that of water.)

6. How may it be shown that a liquid is produced when hydrogen gas is burnt in air? How can you identify this liquid with water? How would you show that water contains oxygen?

7. Describe briefly the organs of breathing. During respiration what changes take place in the air breathed and in the blood?

8. Describe a method of preparing some jars of carbonic acid gas. Describe an experiment which would enable you to find the weight and the volume of carbonic acid gas in one gram of washing soda.

9. Given a standard solution of an alkali; explain how you would make a solution of spirits of salt (hydrochloric acid) such that 1 c.c. of the acid solution would exactly neutralize 1 c.c. of the standard alkaline solution.

10. Explain the construction of an oil lamp; what precautions should be taken to ensure the efficient burning of such a lamp and to prevent accidents with it? Do the products of combustion of an oil lamp vitiate the air of the room in which it burns?

## ELEMENTARY SCIENCE.—WOMEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

*Wherever possible illustrate your answers by careful diagrams.*

Dr. SKEFFINGTON, Senior Inspector.

Mr. HELLER, Organiser and Inspector of Elementary Science.

1. Give an outline sketch of a lesson or lessons on one of the following subjects :—(a) a limestone quarry, (b) a flour mill ; or (c) a creamery.

2. Carefully describe in order the various stages in preparing, giving, and recording a lesson in experimental science in an ordinary National School. State how you would prepare your own work, and organise that of your pupils.

3. Given two eggs—one fresh and the other three weeks old—how would you distinguish the one from the other without breaking the shells?

4. Describe the construction of a Bunsen or “atmospheric” burner ; in what way is the Bunsen flame different from that of an ordinary gas jet? How could you show which of the two flames had the greater heating effect?

5. Why are some waters called “hard” and others “soft”? How could you compare the hardness of two waters? What are the disadvantages of hard water for domestic purposes?

6. What are the elements of which the human body is composed? What classes of food materials are necessary to make good the food used in repair of tissue and in producing energy? Why are mixed diets desirable?

7. Describe experiments with *one* of the following food materials in order to demonstrate its approximate composition and the effects of heat upon it :—flour, eggs, milk, sugar.

8. What do you understand by heat capacity? If a thin rubber “hot-water bottle” full of water, and a piece of iron were of the same size and at the same temperature, which would cool the more rapidly under similar conditions?

(1 c.c. of iron = 7.6 grams ; specific heat iron = .12.)

9. Describe the preparation and properties of Ammonia gas. What domestic uses are made of Ammonia and its compounds?

10. Why is it difficult to keep food fresh in a dirty and badly ventilated room? Describe experiments to show that sterilized milk is different from ordinary fresh milk.

II.—QUESTIONS set to King's scholars (Two year students) at the end of their first year of residence.

PENMANSHIP.

Half an hour allowed for this paper.

Mr. O'RIORDAN, Senior Inspector.

Mr. W. J. BROWNE, District Inspector.

Write the following passages :—

- (a.) As a headline in large hand.
- (b.) As a headline in small hand.
- (c.) (d.) (e.) In a neat legible hand.

(a.) Embarrassment.

(b.) The quality of mercy is not strained.

(c.) A CHESTAIN to the Highlands bound,

Cries " Boatman do not tarry !

And I'll give thee a silver pound,

To row us o'er the ferry."

" Now, who be ye would cross Lochgyle,

This dark and stormy water ? "

" O, I'm the Chief of Urva's isle,

And this, Lord Ullin's daughter."

THOMAS CAMPBELL.

(d.) Aloysius O'Sullivan, Glengariffe, N.S., 5th July, 1906.

(e.) On the 15th of June, 1815, the allied armies were lying between Brussels and the French frontier. On the evening of that day the Duchess of Richmond gave a grand ball, which was attended by the Duke of Wellington and his staff.

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.

Mr. KELLY, Senior Inspector.

Mr. SEMPLE, District Inspector.

Mr. Sheridan saw nothing great, nothing magnanimous, nothing open, nothing direct in his measures or his mind. On the contrary, he pursued the worst objects by the worst :



means. His course was an eternal deviation from rectitude. At one time he tyrannized over the will, and at another time deluded the understanding. As well might the writhing obliquity of the serpent be compared to the direct path of the arrow, as the duplicity of Mr. Hastings' ambition to the simple steadiness of genuine magnanimity. In his mind all was shuffling, ambiguous, dark, insidious, and little. Nothing simple, nothing unmixed; all affected plainness and actual dissimulation. He was a heterogeneous mass of contradictory qualities, with nothing great but his crimes, and those contrasted by the littleness of his motives; which at once denoted his profligacy and his meanness, and marked him for a traitor and a juggler. In his style of writing Mr. Sheridan preserved the same mixture of contrarities. The most grovelling ideas be conveyed in the most inflated language, giving mock consequence to low cavils, and uttering quibbles in heroics; so that his compositions disgusted the taste of the understanding, as much as his actions excited the abhorrence of the soul. Mr. Sheridan traced the same character through almost every department of his government. Alike in the military and political line, we might observe auctioneering ambassadors and trading generals. We saw a revolution brought about by an affidavit, an army employed in executing an arrest; a town besieged on a note of band, and a prince dethroned for the balance of an account.

## GRAMMAR.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value.*

Mr. W. A. BROWN, Senior Inspector.

Mr. McENERY, District Inspector.

### 1. Analyse—

The royal prerogative had within the memory of the generation then in the vigour of life, been so grossly abused, that it was still regarded with a jealousy which, when the peculiar situation of the House of Brunswick is considered, may perhaps be called immoderate.

Grammar.

2. Parse the following *italicised* words :—
- The *hearing* ear and the seeing eye, the Lord hath made even *both* of them.
  - His having been beaten* once only made him *the more* determined to succeed.
  - There's* not the smallest orb which thou *behold'st* But in *his* motion like an angel *sings*.
3. Differentiate the following as regards usage :—foremost and first, nearest and next, later and latter, older and elder, outer and utter.
4. Explain the force and origin of the following suffixes :—*-en, -ly, -ness, -ship, -y.*
5. What languages have existed in the British Isles? Which are spoken at present?
6. Derive the words *bachelor, cousin, husband, lady, madam,*
7. Correct any defects in the grammar or style of the following :—
- These excellent villas to be sold or let, freehold or leasehold.
  - Few people learn anything that is worth learning easily.
  - Our correspondent saw several soldiers dead or wounded riding over the battlefield.
  - I feel assured that I will be misunderstood.
8. Define the following :—*solecism, idiom, synonym, tautology, dialect.*
9. After what verbs is "to" as the sign of the infinitive mood omitted? When must it be inserted after these verbs? What other form of the verb may sometimes replace the dependent infinitive?
10. Give three examples of the use of *as* (a) as a relative pronoun, (b) as a subordinate conjunction.

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### ENGLISH COMPOSITION.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. DEWAR, Senior Inspector.

Mr. FITZPATRICK, District Inspector.

### SUBJECTS FOR ESSAY.

- Literary Criticism.
- Clearness of judgment and firmness of mind.
- Influence of cultivated companions.
- Merits and demerits of Wordsworth as a poet.

## ENGLISH LITERATURE.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, two at least from each Section, A, B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. DALY, Senior Inspector.

Mr. MAHON, District Inspector.

## SECTION A.

1. Give an account of the life and works of John Keats.
2. Name some leading women writers at the opening of the nineteenth century, with their principal works.
3. Explain briefly what is meant by the Romantic school of poetry.

Give some account of Scott's principal poems and of the influences under which they were produced.

4. Name the authors of the following works :—

1. Kubla Khan.
2. Frankenstein.
3. Vision of Judgment.
4. Lalla Rookh.
5. The Parish Register.
6. Rejected Addresses.
7. Peter Bell.
8. Pleasures of Hope.
9. Madoc.
10. The Cenci.

## SECTION B.

5. "Our birth is but a sleep and a forgetting."

How is this idea developed?

6. (a) "Glad hearts! without reproach or blot

Who do thy work and know it not."

To whom is reference made?

- (b) "Will no one tell me what she sings?"

What does Wordsworth suggest as the subject of the Reaper's song?

7.

"For I have learned

To look on nature, not as in the hour of thoughtless youth."

What two views of nature are suggested by these lines?

8. To what is allusion made by Shelley in the following lines?—

(a.) An old and solemn Harmony.

(b.) A loud, lone sound no other sound can tame.

(c.) Not a city but a flood of ruin.

(d.) The breath and blood of distant lands.

9. Quote from *The Cloud* Shelley's description of Sunrise and Sunset.

10. Quote the series of comparisons of which Shelley makes his *Skylark* the subject.

GEOGRAPHY.

One hour and a half allowed for this paper

N.B.—*One of the map questions (Nos. 1 and 2) is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map question and the first four other answers left uncanceled. The questions in this paper are all of equal value.*

[Neatness and accuracy in the drawing of maps and diagrams will be taken into account]

Mr. O'CONNOR, Senior Inspector.  
Mr. CROMIE, District Inspector.

1. On the outline map of England supplied to you mark the Pennine Range (showing the chief peaks); the rivers Trent, Nen, and Severn; Birmingham, Leeds, Southampton, and Ipswich.
2. Draw a map of the Ganges basin, showing the watersheds and principal tributaries. Mark the position of Delhi, Allahabad, Benares, Cawnpore, Calcutta.
3. Where are the following towns, and for what industry is each of them noted :—Northwich, Enfield, Dolgelly, Dunfermline, Kilmarnock?
4. Describe the physical features of Ceylon and give an account of its commerce.
5. What do you know of the export trade of the following ports :—Mombasa, Karachi (or Kurrachee), St. John's, Akyab, Kingston? State where each is situated.
6. From which of the Colonies does the United Kingdom obtain supplies of :—hides, copper, cotton, tin, wine?
7. Describe the trunk route of either of the following English railways, mentioning the important towns through which it passes :—The Great Western or the Great Northern.
8. Name and describe the position of the principal coalfields of England and Wales.
9. In what districts in Scotland is ironstone found? Name the chief centres of iron manufactures in Scotland.
10. Give a full account of the mineral resources of Ireland.

## ARITHMETIC AND MENSURATION.

Two hours allowed for this paper.

N.B. — Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions are all of equal value. Brief explanatory notes of your work should be given.

MALE CANDIDATES are NOT to attempt any questions in Section C. They may attempt not more than three questions in Section A, and not more than two in Section B.

FEMALE CANDIDATES may attempt not more than three questions in Section A, and not more than two of the seven questions in Sections B and C.

Mr. DALTON, Senior Inspector.  
Mr. SHANNON, District Inspector.

## SECTION A.

1. What is meant by dividing one vulgar fraction by another? Explain, as you would to a class, the rule employed, and the principles on which it is based.

2. Given 1 inch = 2.54 centimetres;  
1 gallon = 277.274 cubic inches;  
Weight of a cubic foot of water = 1,000 ozs.

Find the English equivalents of any two of the following, viz.,—

a litre, a hectare, a kilogramme.

3. Early potatoes, grown on a farm containing 24 acres 3 roods 20 perches, the yield per acre being 5 tons 12 cwt. 56 lbs., are made up in bags, each weighing  $22\frac{1}{2}$  stone. Find, by practice, the total yield of the crop.

4. Find, in the shortest way, the difference between

$$\sqrt{196} - 0683 \text{ and}$$

$$\sqrt{0196} - 0683.$$

5. (a) Explain, as you would to a class, the terms *Present Worth*, *Amount*, *Rate*, showing clearly the connection between them.

(b) Show that the commercial or ordinary discount on a bill exceeds the true discount by the interest on the latter for the same time and rate.

6. A man owns £3,000, railway debenture stock, yielding  $3\frac{1}{2}$  per cent. He sells out and invests the proceeds in consols ( $2\frac{1}{2}\%$ ) at 89 $\frac{1}{2}$ , thus losing £10 on his original income. At what price did he sell?

## SECTION B.

7. Find the expense of paving a circular court 30 feet in diameter at 2s. 3d. a square foot, leaving in the centre a space in the form of a regular hexagon each side of which measures 3 feet.

$$[\pi = 3.1416.]$$

8. A plot of ground enclosed by six sides, four of which are in order 20, 24, 15, and 18 feet respectively, the perpendiculars on them from the intersection of the other two sides being respectively in the same order 6, 26, 32, and 4 feet, is taken by a railway company, and the owner is given in exchange a plot of equal area in the shape of a rectangle whose length is twice its breadth. What are the dimensions of the second plot?

9. State and prove the rule for finding the area of a sector of a circle.

10. The diagonals of a rhombus are 30 and 40 feet respectively. What ratio does its area bear to that of a square having the same perimeter?

## SECTION C.

11. The following table gives the population and birth-rate per 1,000 for the three largest cities of the United Kingdom:—

	Population.	Birth-rate.
London	4,613,812	28.4
Glasgow	786,897	31.9
Liverpool	716,810	33.4

Find the average birth-rate for the three cities.

12. State and prove a short rule for finding the cost of maintaining any number of leagues of a railway line when the cost per perch is given.

13. A man cycles from Dublin to Cork (165 miles) in 3 days, each day's journey being 20 per cent. shorter than that of the following day. Find the distance travelled each day?

## ALGEBRA.—MEN.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. McCINTOCK, Senior Inspector.  
Mr. MACMILLAN, District Inspector.

1. Extract the square root of—

$$(a^2 + ab + bc + ca)(bc + ca + ab + b^2)(bc + ca + ab + c^2).$$

2. Solve:—

$$(a + b)x + (a - b)y = a^2 + 2ab - b^2$$

$$(a - b)x + (a + b)y = a^2 + b^2.$$

3. Solve :—

$$x^2 + 2x + \sqrt{2x^2 + 4x + 3} = 13.$$

4. Factorise :—

(i.)  $2(a^2 + b^2) - ab(a^2 + b^2)(2ab - 3a^2 + 3b^2)$ ;

(ii.)  $x^4 + 4y^4$ .

5. A dealer bought a horse, expecting to sell it at 10 per cent. profit, but, having to sell it for £50 less than he expected, he found he had sold it at a loss of 15 per cent. What did he pay for it?

6. State and prove the rule for finding the H.C.F. of any two algebraical expressions.

7. If  $\frac{x}{b+c-a} = \frac{y}{c+a-b} = \frac{z}{a+b-c}$  then will—

$$(b-c)x + (c-a)y + (a-b)z = 0.$$

8. Show that  $x^2 - 8x + 23$  can never be less than 6.

9. If  $x = \frac{1}{2} \left( \sqrt{\frac{a}{b}} - \sqrt{\frac{b}{a}} \right)$ , find the value of—

$$\frac{2a\sqrt{1+x^2}}{x + \sqrt{1+x^2}}$$

10. Find the L.C.M. of—

$$x^2 + 3x^2 - 6x - 8; \quad x^2 + x - 6; \quad \text{and} \quad x^2 - 2x^2 - x + 2.$$

### GEOMETRY.—MEN.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, of which not more than three must be in Section A or in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

*Euclid's proofs need not be given, but his method of reasoning and the logical order of his theorems must be preserved. Algebraic solutions will not be accepted.*

Mr. ROSS, Senior Inspector.

Mr. CHAMBERS, Senior Inspector.

#### SECTION A.

1. In any triangle, the square of a side subtending an acute angle, is less than the squares of the other sides, by twice the rectangle contained by either of those sides, and the straight line intercepted between the acute angle and the perpendicular drawn to that side from the opposite angle.

Geometry.

2. If from any point within a circle, which is not the centre, straight lines be drawn to the circumference; (1) the greatest is that which passes through the centre, and (2) the continuation of that line to the circumference, in the opposite direction, is the least; (3) of others, one nearer to the line passing through the centre is greater than one more remote.

3. In equal circles, or in the same circle, equal angles stand upon equal arcs, whether they are at the centres, or the circumferences.

4. To inscribe a circle in a given regular pentagon.

5. If two angles of a triangle be unequal, the greater angle has the greater side opposite to it.

## SECTION B.

6. Any rectangle is the half of the rectangle contained by the diagonals of the squares on its two sides.

7. The perimeter of an isosceles triangle is less than that of any other equal triangle upon the same base.

8. AB is a chord, and AD is a tangent to a circle at A; DPQ any secant parallel to AB, meeting the circle in P and Q. Show that the triangle PAD is equiangular with the triangle QAB.

9. O is the centre of a circle inscribed in a triangle ABC, which touches AB AC in D and E respectively; if AO cuts the circle in P, show that P is the centre of the circle inscribed in the triangle ADE.

10. ABC is a triangle inscribed in a circle, and E is the middle point of the arc subtended by BC on the side remote from A; if through E a diameter ED is drawn, show that the angle DEA is half the difference of the base angles.

## THEORY OF METHOD.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. HEADEN, Senior Inspector.

Mr. M'GLADE, District Inspector.

1. State the principles which underlie the following methods of teaching:—

- (i) Spelling is best taught by reading and writing the language.
- (ii) First lessons in arithmetic should be given by means of objects of some kind.
- (iii) In geographical teaching, names should be connected with interesting facts.



2. Describe briefly the synthetic and the analytic method of teaching *writing* and detail some of the disadvantages of each system.

3. What particulars should be furnished in the heading of a "Notes of Lessons" paper? Draw up in proper order notes on the *method* and *illustrations* you would employ in giving a lesson on Compound Subtraction.

4. By what considerations would you be guided in settling a scheme or course of object lessons for your school? Give two specimens of such schemes.

5. Write out at least three educational principles recognised by Froebel in his Kindergarten, and show how they are applied in the use of his "Gifts."

6. Give instances of the judicious employment of each of the following in school work: (a) learning by heart, (b) repetition, (c) individual instruction. Under what circumstances may (a) become injurious?

7. Write a *complete* plan of a lesson on "Kindergarten building, Gift III."

8. What is meant by "problems" in arithmetic? Show the utility of problem work and indicate generally its place in arithmetical teaching.

9. Write brief notes on your method of teaching (a) *phrasing*, (b) *emphasis*, and (c) *modulation of the voice*, in reading.

10. How far do you consider the use of class sheets and cards with set copies helpful in the teaching of Freehand Drawing? Give reasons.

## HISTORY.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. PEDLOW, Senior Inspector.

Mr. McNEILL, District Inspector.

1. Describe the constitution of the States General of 1789.
2. Give an account of—
  - (a) The Confederation of the Rhine;
  - (b) The Milan Decrees.
3. For what are the following places remarkable:—Varenes, Tilsit, Acre?
 

What were *Assignats*, and who were the *Illuminati*?
4. Sketch the career of Nelson.
5. Give an account of the final partition of Poland in 1795.

6. Describe the geographical position of Marengo, Jemappes, Borodino, Walcheren, Friedland, and explain clearly what was meant by the "Cisalpine Republic."

7. State anything you know of the following:—Couthon; Cadoudal; Kosciusko; Duc D'Enghien; Godoy.

8. Give a full account (with plan) of the Battle of Waterloo.

9. Narrate briefly the events which took place between the return from Moscow and the opening of the campaign of 1813. What was the position of Napoleon and of the allies at the time?

10. What events led up to the Battle of Baylen? Give an account of this battle, and of the Convention of Cintra.

### DRAWING.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted, one of which must be No. 6. The Examiner will read only the first four answers left uncanceled.*

*India-rubber is not to be used for any of the work.*

Dr. ALEXANDER, Senior Inspector.

Mr. COYNE, District Inspector.

Mr. BEVIS, Examiner.

1. For the purposes of a survey, two stations, A and B, are taken on the summits of two neighbouring heights. A straight line drawn from A to B makes an angle of  $25^{\circ}$  with a horizontal line drawn through A. If B is 100 feet below the level of A, what distance apart are the stations?

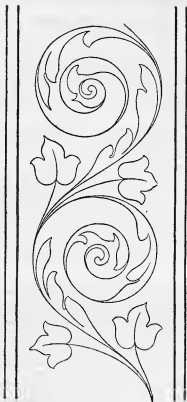
2. Construct a simple geometrical design, using the equilateral triangle as a basis.

3. Write notes of a lesson on the use of the T and set squares. (Illustrate by suitable sketches.)

4. Give a freehand dimensioned sketch suitable as an exercise in scale drawing for Fifth Standard pupils. Indicate the scale to which the drawing is to be done, assuming the size of the pupils' paper to be 10 ins. by 7 ins.

5. Give notes of a lesson on the method of teaching a class to draw the design printed on the next page. Illustrate your answer by sketches.

6. Assume that the design on next page is drawn to a scale  $\frac{1}{4}$ th full size; redraw the design to a scale  $\frac{1}{2}$ th full size.



## NEEDLEWORK.

Time allowed, six hours and a half.

Mr. STRONGE, Senior Inspector.  
Miss PRENDERGAST, Directress of Needlework.

## SEWING.

As a test of proficiency in this branch, candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*hemming*, *running* (a seam, joining two raw edges, run on one side and hemmed down on the other), a *buttonhole*, barred at one end and rounded at the other; *sewing on gathers* (also known as "stocking-on"). One buttonhole and one inch of each stitch will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time required for other branches of the subject. A small patch (about  $1\frac{1}{2}$  inch square) is to be tacked on, top-sewn round one quarter of the outer, and hemmed round one quarter of the inner side, so as to complete one quarter of the patch, and include one corner. Also, a small gusset is to be set in as if for a man's shirt, top-sewn (from the wrong side) up the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of seam, which should be worked, for the purpose, some way from the edge of the material. Candidate's examination number is to be plainly marked on an unworked portion of the specimen.

## KNITTING AND DARNING.

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a grown person's stocking, with thickened heel commenced (which stocking may be of reduced size, if preferred) is required to turn and complete this heel in presence of Superintendent, picking up stitches for foot, narrowing for instep, then knitting half an inch of foot, after which she must narrow for toe, and close it. The stocking should have securely sewn to it a label about one inch wide and one inch and a half long, clearly marked with candidate's examination number. Before beginning to turn the heel of the stocking, candidate will present it to Superintendent, to be marked by him. She should be specially careful not to neglect doing this.

Superintendent will supply candidate with a small piece of stocking-web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works upon the wrong. On this piece she is to darn a round hole, not smaller than a sixpence or larger than a shilling, running in each direction to half-an-inch beyond the hole, and leaving short loops for shrinkage.

The specimens of knitting and darning are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

#### CUTTING-OUT:

Paper for cutting-out will be supplied. Cutting-out specimens are to be tacked together with needle and thread; no pins are to be left in them. Candidate will be required to cut out a girl's overall, with yoke and sleeves. This article is to be marked with examination number.

Candidate is requested to comply as *exactly as possible* with all requirements mentioned above, as neglect of these instructions may lessen the value of her work.

#### COOKERY.—WOMEN.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. HOGAN, Senior Inspector.

Miss FITZGERALD, Head Organizer.

1. Give method for lighting a gas stove. What must be done if gas lights back?
2. How should the following be cleaned:—Milk jugs, galvanized ware, sieves?
3. Give recipe for making coffee, and say how much coffee should be put to one pint of water. What are the effects of coffee on the system generally?
4. Describe the various chemical reactions which take place in ordinary bread making.
5. State the advantages and defects of roasting as compared with other modes of cooking. Describe the process of roasting. What are its principal objects?
6. How does the flesh of poultry and game differ from that of butcher's meat? What other meat should be eaten with poultry, and why?
7. Write out hints as to proper method of giving a demonstration lesson in cookery.
8. What are the advantages and disadvantages of fish as a diet? When are mackerel and cod in season?
9. Explain fully why we eat most of our food cooked.
10. Discuss the value of legumes or pulse foods as food. What principle has to be kept in view in cooking them, and what should be eaten with them?

## VOCAL MUSIC.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Write the following passage in the Key of the Subdominant of given Key, halving the value of each note and rest, and adding the time names :—

KEY F.

$$\left\{ \begin{array}{l} s : - | m : -f | s : l : s : f e | s : | l : s : f | m : f : s | r : - | - : d : r \\ m : - | : \end{array} \right\}$$

2. State the mental effects of the tones of the common scale (1) a minor second and (2) a minor sixth apart.

3. Describe (as major, minor, &c.) the triads formed on each degree of the common scale.

4. Above and below the Submediant of the *Doh* mode write the following intervals :—

(1) Minor second; (2) minor seventh; (3) major sixth; (4) minor third; (5) perfect fifth.

5. State upon what depend the Pitch, Loudness, Quality, and Mental Effects of musical tones.

6. Re-write the following (1) in the two highest Keys and (2) in the two lowest Keys :—

KEY G♯:

$$\left\{ \begin{array}{l} s_1 | s_1 : m : m : - : r | r : d : d : - : d | t_1 : l_1 : s_1 : l_1 : t_1 \\ r : d : d \end{array} \right\}$$

7. Add pulse signs to the following so as to form—

(1) Three three-pulse measures; (2) three four-pulse measures; (3) three six-pulse measures—

d r m f s l t d.

8. Give the meaning of the following terms in general use :—  
Pause or hold; Slur; *Staccato*; *piu presto*; *Lento*.

9. Re-write the following (1) a minor third up and (2) a major third down :—

KEY F.

$$\left\{ \begin{array}{l} m : - | d : f | l_1 : - : t_1 | d : s_1 \end{array} \right\}$$

10. Distinguish between the Tetrachords on *Doh* and *Soh*.

## MANUAL INSTRUCTION.

Two hours allowed for this paper.

N.B.—*Five questions only are to be attempted, of which not more than three are to be taken from each Section, A and B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. C. SMITH, Senior Inspector,

Mr. TIBBS, District Inspector.

Mr. BEVIS, Examiner.

## SECTION A.

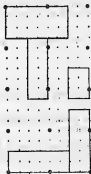
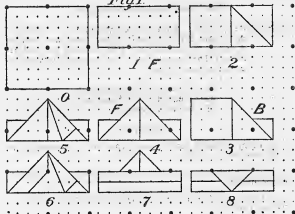
1. From a piece of paper 8 ins. square fold a five-sided figure  $\frac{3}{8}$  the area of the square.
2. Fold a piece of paper 8 ins. square according to the plans given in Fig. 1.
3. Give on dotted paper the plans necessary for folding a regular pentagon.
4. Write notes on a lesson in sticklaying with five sticks (A, B, C, D, and E), describing accurately the position of each stick and showing it on a plan.
5. Give the drawings of six plans for a border fold; also, make the folds.

## SECTION B.

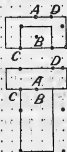
6. Describe the position of the three whole bricks placed according to the plan and elevation in Fig. 2.
7. Draw on dotted paper the plan of a frame containing an area of five whole bricks (inside measurement).
8. Describe the position of the two bricks, and also of the four points A, B, C, and D, as shown on the plan and elevation in Fig. 3.
9. Give brief notes of a lesson explaining to a class that in order to locate a point the following data are necessary:—  
 In a solid, three measurements.  
 On a flat surface, two measurements.  
 On a line, one measurement.
10. Draw the plan and elevation of a brick lying on its side, with its length running from right to left. Mark on them three points:—P, at the centre of the right hand end; Q, at the left hand rere bottom corner; and R at the middle of the top edge of the rere face.

Annual  
instruction.

*Fig 1.*



*Fig 2.*



*Fig 3.*



ELEMENTARY SCIENCE.—MEN.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Answers should, wherever possible, be illustrated by diagrams.

Dr. SKEFFINGTON, Senior Inspector,

Mr. HELLER, Organiser and Inspector of Elementary Science.

1. What are the main purposes of Object Teaching? What conditions as to selection and sequence of lessons, preparation and methods of teaching, must be observed in order to ensure the achievement of these purposes?
2. How would you measure the angles and the area of an irregular rectilinear figure?
3. Explain carefully the action of the siphon and give an example of its application.
4. Describe the methods for finding accurately the weight of one cubic centimetre of (a) milk, (b) iron.
5. A boat in the shape of a hollow half cylinder—30 cms. long and 20 cms. in diameter—weighs 2,000 grams. With what weight must it be loaded in order to just bring the edges of the hollow cylinder level with the surface of the water?
6. How may the expansion by heat of a liquid be measured? Convert  $98\frac{1}{2}^{\circ}$  F. into degrees centigrade.
7. Describe carefully any experiments in which Phosphorus was burnt in air. State clearly what conclusions each experiment justifies?
8. How would you determine (a) the melting point of a solid, (b) the boiling point of a liquid, and (c) the solubility in water of a solid?
9. What do you understand by evaporation? How would you show that water vapour, in the form of an invisible gas, exists in the atmosphere? How is it usually measured?
10. Describe a method of determining accurately the amount of mineral ash in a sample of peat.

## ELEMENTARY SCIENCE.—WOMEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

*Answers should, wherever possible, be illustrated by diagrams.*

Dr. SKEFFINGTON, Senior Inspector.

Mr. HELLER, Organiser and Inspector of Elementary Science.

1. What are the main purposes of Object Teaching? What conditions as to selection and sequence of lessons, preparation and methods of teaching, must be observed in order to ensure the achievement of these purposes?
2. How would you measure the angles and the area of an irregular rectilineal figure?
3. What method would you employ to find the weight of one cubic centimetre of ordinary air? A flask of capacity 450 c.c. weighs with fittings 175.46 grams when full of air; what would it weigh if all the air were expelled (density of air .00126 grams per cubic centimetre)?
4. Describe carefully the chemical and physical changes noticed when pieces of wood are strongly heated in a hard glass test tube.
5. In introducing the subject of ventilation to a class what experiments would you perform?
6. What general effects are observed when metals are strongly heated in air? What conclusions would you draw from the results of these experiments? How would you confirm your conclusions?
7. Describe experiments to explain the cause of the rusting of iron. Why are iron stoves blackleaded?
8. Give your reasons for supposing that burning and breathing are similar processes.
9. How could you render a specimen of dirty river water fit for drinking purposes?
10. State clearly how you would prepare some artificial air; describe the preparation of the constituent gases.

## IRISH.—(OPTIONAL).

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each section—A, B, and C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Dr. SKEFFINGTON, Senior Inspector.

Mr. LEHANE, District Inspector.

## SECTION A.

## 1. Translate into Irish :—

There was a man who had the name of having money, and he was at the point of death. None of his sons knew where he had the money hidden, and they were afraid he would die without telling the place to any person, and that they would be deprived of the money. After reflecting and taking counsel together, what they determined on was, to ask him where the money was hidden. He did not answer them for a long time. They put him the question again. At last he said, "It is buried in that field beyond, a foot and a half under the ground."

## 2. Translate into Irish :—

Where does the rain come from? This seems a very simple question, and a great many will be ready to answer it at once by saying that it comes from the clouds.\* But how did the water get into the clouds? and what are these things which we see in the sky over us, which we call clouds, and which look as unlike drops of rain as possible? These questions must first be answered before we can get at the real history of a drop of rain.

## SECTION B.

## 3. Translate into English :—

(a) 'D' óruaig Comhóí ósá go léir, tuil fiair naoi gcóiréim ó'n gcarrléán agur ar an nómáisc do fíad na robaí vpaoréacáca. Irteac leo go léir; agur ir ar Ríá an 'Doshan Toip bí an t-iongnab nuair a éannaic ré saó ag ppeabab irteac éirge tpe géata an éarrléán, aic, nuair a éannaic ré Comhóí 'na meairé bí 'fiof arge go maic ná pasé aon maítear do beic a v'arrparab na léáine uacácar 'fágal oíca.

(b) "Óéarrann ór agur airgeac" ar t'éarranna paróber do bí á léácar" dá mbéir 'fiof aram oia 'n áic a vaeabab an fíomac glac fín.

## 4. Translate into English :—

(a) Éair Páris ceann faoi gac arcoll, fuaip gream ar a maice, an hata nuab ar a éann, agur ar go brát leir, tap éocacab agur gleanncaib, go v'áimé ré a baele.

\* clouds=neáca.

(b.) 'Bé an obair a bí ag an n-uinne sajal go beir ag ruidial na h-Éireann fíor fuar, ag fádaim; i n-uairé uaimse go raib safaic arisio aca mar a bí ag Mícheál Séamus an Uána, le heagla go mbeas einne ag fágaíl arisio san an obair a beir uána agur criochnuige i gcuar arge.

5. Translate into English:—

(a.) Ói seimseoir eile 'na doimneiré; naice linn-ne agur ní raib arge aic an u-aon-shac. Coir-aor uoirga uob, ead an buacail go. Ní raib aon teorla le n-a éleagurbeac. Uo searobac ré ar úrann capail agur an capail ar éoránairu.

(b.) Úair ré amaic gur méig Ruirie na gcear an lá go ar baile, agur o'rágharó ré eirgan ann gan bfuinneos ir áirte 'raí teac, 'n áir naic raib gur ar bí le fágaíl arge; agur é ceangailce ann gan fuar; i n-áirte.

6. Translate into English:—

(a.) Uon gan uo rgarail an seimsear amaic péire maorairé maóáine uo bí arge, agur bí maunair an tige ag éirteac le uorann na eirte gan ar raib na h-oróe, agur le gaic rgrear agur béic uo úair raib arge agur uo ag gabáil o'á éirte.

(b.) Uon lá amán, tánuig sean-bhráiré eada ó maunair eile, agur, nuair a éualac ré an t-áir-uolac ar éalín na mbraíre, "Ueac fíor agamra" ar seirgan "an bual ré uon maic agur uoircear linn i beir."

7. Translate into English:—

(a.) Fuair Mícheál Séamus an Uána rinceúr eile uo'n aigeac a bí ag teac éirge. Úair ré é agur tuilleac 'na ceanna le n-a éuro talman. Uein ré obair máir ar an áir, agur ir uorá uime boic 'ra páirteir bí buibeac ag.

(b.) Úair na uairbráiréac ar agur go maic go bfuair ar maunair báir. An oróe fuair ré báir, éualac h-uile úame ann gan mbuile, an bean-ríe ag caimeac go bfuair, aic níor éircear gan ann, mar ba gúacac léite caimeac oróe báir uime.

### SECTION C.

8. Conjugate the verb *molaim* (I praise) in the past and future tenses, active voice.

9. Compare the adjectives *beag* and *ota*, and give the genitive singular of each of the nouns *speal*, *capall*, *bó* and *bean*.

10. What classes of nouns are generally masculine? Give examples.

III.—QUESTIONS set to pupil teachers, monitors in their last year of service, and candidates for training.

### PENMANSHIP.

Half an hour allowed for this paper.

Mr. J. O'RIORDAN, Senior Inspector.

Mr. W. J. BROWN, District Inspector.

Write the following, thus:—

(a.) *As a headline in large hand.*

(b.) *As a headline in small hand.*

(c.) and (d.) *In a neat legible hand.*

(a.) Anthropology.

(b.) Honour and shame from no condition rise.

(c.) Perhaps the feet of Moses, burnt and bare,  
Crushed it beneath their tread;

Or Pharaoh's flashing wheels into the air,

Scattered it as they sped;

Or anchorites, beneath Engaddi's palms,

Pacing the Dead Sea beach,

And singing slow their old Armenian psalms

In half articulate speech.

LONGFELLOW.

(d.) Total Income of Teaching Staff.

	£	s.	d.	
From Vote for Primary Education, Salaries, &c.,	1,190,332	19	3	or 98.2 per cent.
From Subscriptions, &c.,				
Exclusive of Residence,	22,253	1	6	} or 1.8 per cent.
From School Pence,	2,132	4	3	
Gross Total,	£1,214,718	5	0	

### SPELLING AND PUNCTUATION.

Mr. KELLY, Senior Inspector.

Mr. SEMPLE, District Inspector.

I have had occasion to remark, at various periods of my life, that the deaths of those whom we love, and indeed the contemplation of death generally, is more affecting in summer

than in any other season of the year. And the reasons are these three, I think :—first, that the visible heavens in summer appear far higher, more distant, and (if such a solecism may be excused) more infinite; the clouds, by which chiefly the eye expounds the distance of the blue pavilion stretched over our heads, are in summer more voluminous, massed, and accumulated in far grander and more towering piles; secondly, the light and the appearances of the declining and the setting sun are much more fitted to be types and characters of the Infinite; and thirdly, the exuberant and riotous prodigality of life naturally forces the mind more powerfully upon the antagonist thought of death, and the wintry sterility of the grave. On these accounts it is that I find it impossible to banish the thought of death when I am walking alone in the endless days of summer; and any particular death, if not more affecting, at least haunts my mind more obstinately in that season. Perhaps this cause, and a slight incident which I omit, might have been the immediate occasions of the following dream; to which, however, a predisposition must always have existed in my mind; but having been once roused, it never left me, and split into a thousand fantastic varieties, which often suddenly reunited, and composed again the original dream.

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## GRAMMAR.

One hour and a half allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value.*

Mr. W. A. BROWN, Senior Inspector.  
Mr. McENERY, District Inspector.

1. Parse the following words in *italics*—  
They *gave him* of the corn land,  
That was of public right,  
As much as two strong oxen  
*Could plough* from morn till night;  
And they made a molten *image*  
And *set it up on high*,  
And there it stands unto this day  
To witness if I lie.

### 2. Analyse :—

The part of the mill she liked best was the topmost storey, where were the great heaps of grain, which she could sit on and glide down continually.

3. Give, with examples under each head, the various meanings of the prefix *a* and of the suffix *y*.

4. What prepositions would you use after *averse*, *adverse*, *contrasted*, *profuse*, *charged*? Illustrate by suitable sentences.

5. Distinguish, giving examples, between verbs of Incomplete Predication, Transitive Verbs, Intransitive Verbs, and Impersonal Verbs.

6. Are the following words properly of the singular or the plural number:—*eaves*, *tidings*, *alms*, *riches*, *means*, *news*? Give reason in each case.

7. Give some account of the Scandinavian element in the English language.

8. Correct or justify the following, giving reasons:—

(a) I meant to have written to you.

(b) I heard of him running away.

(c) And many a holy text around she strews,  
That teach the rustic moralist to die.

(d) Nobody ever put so much of themselves into their work.

(e) There is no man more indulgent than me.

## ENGLISH COMPOSITION.

One hour and a half allowed for this paper.

N.B.—Only one subject to be selected.

Mr. DEWAR, Senior Inspector.

Mr. FITZPATRICK, District Inspector.

### SUBJECTS FOR ESSAY.

(1.) "*Obedience is the bond of rule.*"  
The Passing of Arthur.

(2.) "*Example goes further than precept.*"  
Old Mortality.

(3.) *Treachery* (examples to illustrate the theme may be taken from the prescribed books).

ENGLISH LITERATURE.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. DALY, Senior Inspector.  
Mr. MAHON, District Inspector.

1. Describe the scene in the Senate up to the time of Cæsar's assassination.
2. What portents warned Brutus and Cassius respectively of their coming defeat at Philippi?
3. (a) *I am constant as the Northern Star.*  
By whom was this spoken?  
Quote the two lines that precede and the two that follow this quotation.  
(b) *This was the noblest Roman of them all.*  
By whom was this spoken, and to whom does it refer?  
Write out the four lines which follow.
4. Describe in order the events from Satan's awakening from his trances to the building of Pandemonium.
5. Name the chiefs of the fallen angels and their characteristics, or quote the nine lines beginning "All these and more came flocking."
6. Narrate the events from the close of Arthur's last battle to the disappearance of the barge.
7. What events led to the skirmish at Drumclog? How was Henry Morton connected with it?
8. What part does Graham of Claverhouse play in the story of *Old Mortality*?

OR

- 7a. Describe from *Treasure Island* the siege and capitulation of the Stockade.
- 8a. Narrate the chief incidents of Jim Hawkins' stay in Bristol.



## GEOGRAPHY:

One hour and a half allowed for this paper.

N.B.—*The map question is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map question and the first four other answers left uncancelled. The questions in this paper are all of equal value.*

[Neatness and accuracy in the filling in of maps and diagrams will be taken into account.]

Mr. O'CONNOR, Senior Inspector.

Mr. CROMIE, District Inspector.

1. On the accompanying map of Ireland mark the position of Larne, Arklow, Tralee, Sligo, the Blackstairs Mountains, the Slieve Bloom Mountains, and the rivers Nore, Bann, Boyne, and Lee.

2. How are the following towns connected with the history of Ireland:—Drogheda, Trim, Dundalk, Kilkenny, and Armagh?

3. Name and give the centres of five of the principal manufactures of Scotland.

4. Where and for what noted are the following:—Marseilles, Florence, Basle, Cracow, and Riga?

5. Define ecliptic, equinoxes, solstices, antipodes, and perihelion.

6. Where are:—Khartoum, Valparaiso, Pittsburg, Kbelat, and Manilla? State anything of interest you know about them.

7. Give as full an account as you can of the Cumbrian and the Cambrian ranges of mountains.

8. Name the countries of South America. Mention the capital, and describe exactly the position of each country.

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## ARITHMETIC AND MENSURATION.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value. Brief explanatory notes of your work should be given.*

Mr. DALTON, Senior Inspector.

Mr. HUGHES, District Inspector.

1. A dealer bought eggs at 1s. 4d. a score, and sold them at the rate of 14 for 10d. Did he gain or lose by the transaction? On £8 2s. 6d. received for eggs how much was his gain or loss?

2. Reduce to its simplest form—

$$(a) \frac{2\frac{1}{4} - \frac{2}{3} \text{ of } 1\frac{1}{2}}{\frac{1}{2} \text{ of } 3\frac{1}{2} + \frac{1}{2}} + \frac{2\frac{1}{2} - \frac{1}{3} + \frac{1}{15}}{1\frac{1}{4} \text{ of } 8\frac{1}{2}} + \frac{1}{1 + \frac{1}{16}}$$

and find the value of

$$(b) \cdot 225 \text{ of } \text{£}1 \text{ } 3s. \text{ } 4d. - 1 \cdot 25 \text{ of } 4s. \text{ } 4d. + \cdot 27 \text{ of } 4s. \text{ } 7d.$$

3. The larger of two rooms is 47 ft. long, 30 ft. wide, and 25 ft. high; the smaller is 25 ft. long, 20 ft. wide, and 18 ft. high. Compare their cubic contents.

If the four walls of the larger room are painted at a cost of 1s. 3d. a square yard, and the four walls and ceiling of the smaller room at a cost of 1s. 4½d. a square yard, compare the expenses of painting the rooms.

4. Find to the second place of decimals the number of square yards in 7,280 square metres.

Find also, to the nearest penny, the value of 900 kilogrammes of a material which cost £25 14s. 6d. a ton.

N.B.—1 metre = 3·28092 feet, and

1 kilogramme = 2·2046 lbs.

5. Which is the more profitable investment, 3½ per cents. at 92½ or 4½ per cent. Railway Stock at 102½? Prove your answer.

6. (a) Find the square root of 3,789,010·261.

(b) Explain how, when one more than half of the number of digits in the square root of any proposed number has been determined, the remaining digits may be briefly calculated.

7. The parallel sides of a trapezoid are 9 and 30 feet respectively, and the other sides are 17 and 10 feet respectively. Find its area.

8. One side of a right-angled triangle is double the other, and the hypotenuse is 30 centimetres. Find the length of the line joining the middle point of the shorter side to the opposite angle.

### ALGEBRA.—MEN.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five questions left uncanceled. The questions in this paper are all of equal value.

Mr. McCINTOCK, Senior Inspector.

Mr. MACMILLAN, District Inspector.

1. Solve—

$$\frac{7}{x+3} + \frac{27}{x^2-9} = \frac{6x}{4x-12}$$

2. Factorise—

$$(a) 2x^3 + x^2 - 2x - 1.$$

$$(b) (x^2 + y^2)^2 - x^2(x - y)^2.$$

3. Find the square root of—

$$4x^4 + \frac{4}{x^4} - 4x^2 + \frac{4}{x^2} - 7.$$

4. If  $y = \frac{1-x^2}{1+x^2}$  and  $x = \frac{1-x}{1+x}$  find  $y$  in terms of  $x$ .

5. Find the L.C.M. of—

$$x^2 - x^2 - 14x + 24, \quad x^2 - 2x^2 - 5x + 6, \quad \text{and} \quad x^2 - 4x + 3$$

6. If A were to receive £10 from B he would then have twice as much as B would have left; but if B were to receive £10 from A, B would have three times as much as A would have left. How much has each?

7. Solve—

$$ax + by = 3ab, \quad \frac{x}{a} + \frac{y}{b} = \frac{2a}{b}.$$

8. Simplify—

$$\frac{1}{(a-b)(a-c)(x+a)} + \frac{1}{(b-c)(b-a)(x+b)} + \frac{1}{(c-a)(c-b)(x+c)}$$

### GEOMETRY.—MEN.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, of which not more than three must be in Section A or in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

*Euclid's proofs need not be given, but his method of reasoning and the logical order of his theorems must be preserved. Algebraic solutions will not be accepted.*

Mr. J. ROSS, Senior Inspector.

Mr. J. CHAMBERS, District Inspector.

#### SECTION A.

1. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given angle.

2. Two straight lines are parallel to one another, (1) if a straight line falling upon them make the exterior angle equal to the interior and remote, upon the same side of that line; and (2) if it make the interior angles upon the same side together equal to two right angles.

3. If a straight line be divided into two equal parts, and also into two unequal parts; the rectangle contained by the unequal parts together with the square of the line between the points of section, is equal to the square of half the line.

4. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts, may be equal to the square of the other.

## SECTION B.

5. If one angle of a triangle be equal to the sum of the other two, the greatest side is double of the distance of its middle point from the opposite angle.

6. If two sides of a quadrilateral are parallel but not equal, and the other two sides are equal but not parallel, the opposite angles of the quadrilateral are together equal to two right angles.

7. If an angle of a triangle be two-thirds of two right angles, show that the square on the side subtending that angle is equal to the squares on the sides containing it, together with the rectangle contained by those sides.

8. If from one of the equal angles of an isosceles triangle a perpendicular be drawn to the opposite side, twice the rectangle contained by that side and the segment of it intercepted between the perpendicular and the base is equal to the square described upon the base.

## BOOK-KEEPING.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. CRAIG, Senior Inspector.

Mr. D. P. FITZGERALD, District Inspector.

1906.		£
Jan. 1.	Cash in hand	500
	Cash in Bank	1,000
	Goods in Stock	1,500
	I owe J. Wilson	250
	J. Maxwell owes me	300
„ 3.	Bought Goods from J. Wilson on credit	200
„ 5.	Sold for cash to J. Thompson Goods value	500
„ 6.	Paid J. White by cheque	350
„ 8.	Received from J. Maxwell in part payment	250
„ 10.	Paid J. Wilson	200
„ 12.	J. Maxwell paid into my Bank account	50
„ 20.	Goods on hand value	1,300

1. Journalise the foregoing entries from the Waste Book.

2. Open the necessary Ledger accounts; and balance and close same.

3. In my Cash Account I find as closing entry—"By Balance £50." What does this show? Could the entry have been—"To Balance £50"? Give reasons for your answers.

4. Explain fully the method of closing the Goods Account, and show how this differs from that adopted in closing the other accounts.

5. (a) I bought goods from A on credit, and booked the transaction—"Goods Dr. to A"; but now finding that I did not receive the full quantity charged, I am allowed an abatement for the deficiency.

(b) I pay interest on money borrowed from A.

Give the Journal entries for above.

6. When balancing my books I find the following erroneous entries in the Journal, all having been copied into the Ledger; I want to rectify these mistakes through the medium of the Journal, what additional entries are required?

(a) D Dr. to Goods £30, which should be E Dr. to Goods £30.

(b) F Dr. to Cash £20, which should be Cash Dr. to F £20.

(c) Goods Dr. to H £50, which should be Goods Dr. to K £50.

(d) Cash Dr. to A £300, which should be Cash Dr. to A £200.

7. When closing my books I find—

(a) That the Dr. side of my Stock Account exceeds the Cr. side by £50.

(b) That the Dr. side of my Profit and Loss Account is £10 less than the Credit side.

What do I learn from these facts? Give reasons for your answers.

8. Draw up Cash Account for following entries and close it:—

1906.	£
Mar. 1. I have on hand Cash	1,000
"   2. Received from J. Smyth	100
"   3. Paid duty on Wine	50
"   5. Paid House rent	25
"   7. Received for Goods	100
"   8. Paid Clerk's salary	20
" 10. Paid for Stationery	10
" 12. Received payment of a legacy	250

## HISTORY OF GREAT BRITAIN AND IRELAND.

One hour and a half allowed for this paper.

*N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. PEDLOW, Senior Inspector.  
Mr. McNEILL, District Inspector.

1. Write out in chronological order a list of the Tudor sovereigns, and name with dates two important events in the reign of each.
2. Give an account of the rebellions of 1715 and 1745.
3. Sketch the career of "Silken Thomas," Earl of Kildare.
4. State what you know of the following :—Doomsday Book, Shipmoney, The Cabal, Tanistry, Gavelkind.
5. Give a full account of—
  - (a) The Plantation of Ulster.
  - (b) The affair of Wood's Halfpence.
6. Narrate the events which led to the loss of the American Colonies in the reign of George III.
7. Give a short sketch of the "Wars of the Roses." Why were they so called?
8. Tell all you know about—
  - (a) The Abolition of Slavery.
  - (b) The Repeal of the Corn Laws.

**FREEHAND AND MECHANICAL DRAWING.**

One hour and a half allowed for this paper.

N.B.—Only three questions to be attempted, of which No. 5 must be one.

Dr. ALEXANDER, Senior Inspector.

Mr. COYNE, District Inspector.

The work may be done in pencil. All construction lines should be shown.

A single accent (') signifies feet; a double accent (") inches.

Put the number of the question before your answer.

(India-rubber should be very sparingly used, if at all.)

1. Construct a polygon, given the following :—

Sides.— $AB = 1.7''$ ,  $AE = 1.6''$ .

Diagonals.— $AC = 2.5''$ ,  $AD = 2.3''$ .

Angles.— $\angle BAC = 30^\circ$ ,  $\angle CAD = 50^\circ$ ,  $\angle DAE = 20^\circ$ .

2. The line AB represents 2' 4" in actual length. Produce it so as to make it, when produced, represent 5'.

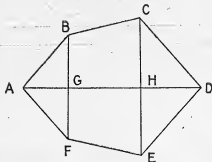
A B

---

3. Bisect the angle which would be made by two converging lines AB, CD, when the angular point is not accessible.

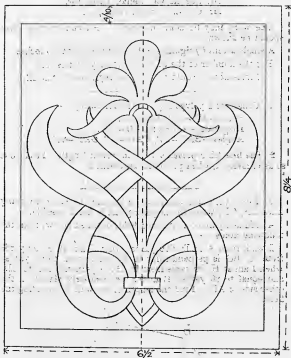
4. Make a plan of a six-sided field, outlined below, from the following notes :—

I walk from A to D, 200 yards; when I am at G, 50 yards from A, BG is perpendicular to AD and equal to 60 yards; when I am at H, 70 yards from D, HC is perpendicular to AD, and equal to 80 yards; E and F are similarly placed on the other side of AD. Find the length of the wall surrounding the field.



Freehand and  
Mechanical  
Drawing.

5. Draw, by the use of instruments, and according to the figured dimensions, the oblong frame shown below. Copy (freehand) within this frame the design given, keeping the same proportion between it and the frame as is shown in the example.





## NEEDLEWORK.

Time allowed six hours.

Mr. STRONGE, Senior Inspector.

Miss PRENDERGAST, Directress of Needlework.

### SEWING.

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*hemming*, *running* (a seam, run and felled), a *buttonhole* rounded at each end; *sewing on gathers* (also known as "stocking on"). *One buttonhole*, and *one inch* of each of the stitches will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time required for other branches of the subject. A small *patch* (about one inch and a half square) is to be tacked on, top-sewn round *one-quarter* of the outer and hemmed round the same *quarter* of the inner side, so as to complete *one corner* of the patch. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

### KNITTING AND DARNING.

Candidate, having provided herself with a piece of knitting in progress, *viz.*, the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting four or five rounds of it, narrowing for instep. The sock should have, securely stitched to it, a label about one inch broad and one inch and a half long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent, to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works on the wrong. She is to darn a *round hole*, not smaller than a *threepenny piece* nor larger than a *sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be firmly attached by a few strong stitches to the specimen of sewing.

### CUTTING-OUT.

Paper for these tests will be supplied. Cutting-out specimens are to be tacked together with needle and thread; *no pins are to be left in them.*

Needlework.

Candidate is required to cut out a grown boy's shirt, half size, i.e., about 17 inches in entire length, by 14 inches in width; also, a girl's chemise, quarter size, i.e., 9 inches long. Body of shirt must be completed, but it is only necessary to insert one sleeve. Candidate should mark her examination number on each article.

She is requested to comply as *exactly as possible* with all requirements mentioned above.

### DOMESTIC ECONOMY AND HYGIENE.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, of which at least one must be from Section A. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

*Candidates will please name at the beginning of their paper the text book they have used.*

Mr. HOGAN, Senior Inspector.

Miss FITZGERALD, Organiser of Cookery and Laundry Instruction.

#### A.

1. Given some water and a jar graduated in cubic centimetres, explain how you would find the volume of a piece of cork of irregular shape. On what principle does the experiment depend?

2. Distinguish between physical changes and chemical changes resulting from the application of heat to various substances, and illustrate by examples. Which set of changes can be reversed?

3. Trace the changes which take place in ordinary sugar when subjected to the influence of heat.

#### B.

4. How is dust caused in the schoolroom, and what are its components? What injurious effects are caused by dust, and how can dust be prevented?

5. Explain the importance of attention to personal cleanliness, having regard principally to the hair, the teeth and the feet.

6. Give general directions for use in the sick room under the heads of lighting; ventilation; washing the patient; conversation.

7. Specify the various sources of impurity in water, and tell how such impurities can be removed. Mention some diseases caused by the use of impure water.

8. How does the nutritious part of digested food pass into the blood?

VOCAL MUSIC.—TONIC SOL-FA.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. State the mental effect of each of the tones found in the chords of the Dominant and Subdominant of the *Doh* mode.

2. Explain the construction of the Common Scale.

3. Write all the major sixths and major seconds found in the Common Scale.

4. Explain the terms :—

Key-tone ; Measure ; Accent ; Harmony ; Melody.

5. Give the time-names of the following passage and (2) re-write it in four-pulse measure, doubling the value of each note and rest :—

{ | s : m, r . d, m | s . l : s . | d' . t, l : s ., f }

{ | m : - . f | s, f . m : r m, r | d : ||

6. State the mental effect of two-pulse, three-pulse, and four-pulse measures.

7. Re-write the following in the Keys a perfect fourth higher and lower :—

KEY F.

{ | d : m . f | s . f c : s | l . f : r . t, | d : — || }

8. Give the meaning of the following terms in general use :—

*Piano* ; *Largo* ; *Tutti* ; *Adagio* ; *Molto allegro*.

## VOCAL MUSIC (STAFF NOTATION).

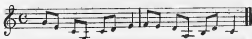
One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value.

Mr. HEADEN, Senior Inspector.

Mr. GOODMAN, Inspector of Musical Instruction.

1. Write following passage two octaves higher :—



2. Write in treble clef, prefixing Key signatures, the following major scales :—

A $\flat$ , E, B, D $\flat$ .

3. Write two bars in each of the following times :—

$\frac{3}{8}$ ,  $\frac{4}{8}$ ,  $\frac{3}{4}$ .

4. Write all the minor thirds and major sevenths you can find in C major.

5. Write the first eight bars of any Irish melody you know. Prefix Key and Time signatures.

6. Give meaning of following terms in general use :—

*Ritenuato* ; *lento* ; *Mezzo-forte* ; *piu presto* ; *piano*.

7. Write the major scales of which the note—



is (1) Dominant and (2) Subdominant.

8. Transpose this a major third up :—



GENERAL INFORMATION.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.

Mr. J. MURPHY, Senior Inspector.

Mr. J. YATES, District Inspector.

1. Name four wild flowers with which you are familiar, giving a very short description of each and the time at which it blooms.

2. By what right or procedure did the following assume office

King of England,

King of Norway,

President of the United States of America,

Lord Lieutenant of Ireland,

Prime Minister of England,

Lord Mayor of Dublin?

3. What is understood by the following terms :—

(a.) Entente cordiale,

(b.) Yellow Peril,

(c.) Monroe Doctrine?

4. What is meant by :—

(a.) Sterling Silver,

(b.) 18 Carat Gold,

(c.) Paper Currency?

5. Name six ruling sovereigns of Europe, and the seat of Government of each.

6. Write notes on :—

(a.) The Freedom of the Press,

(b.) Manhood Suffrage,

(c.) Early Closing.

7. Sketch the developments in means of communication and locomotion during the past century.

8. State what you know of the duties, powers, and mode of appointment of either :—

(a.) a Coroner,

or,

(b.) a High Sheriff.

9. Explain the objects and methods of Insurance. Name some of the risks frequently covered by Insurance Policies.

10. Name in order of numerical strength the political parties at the commencement of the Parliamentary Session of 1906.

11. Explain the following terms :—*Bona fide*; *locum tenens*; *pro bono publico*; *pro tem.*; *viva voce*; *quid pro quo*; (*sic*); *vice versa*.

General  
Information.

12. Describe the different ways of sending money to a distance, noting the special advantages of each.
13. State what you know of the comparative strength of the great Navies of the world.
14. Explain the following well-known sayings :—
  - (a.) "He laughs best who laughs last."
  - (b.) "Many a mickle makes a muckle."
  - (c.) "Birds of a feather flock together."
15. What simple remedies can be applied immediately for a fainting fit, a burn, a scald, a sting, and a severe cut?

### ELEMENTARY EXPERIMENTAL SCIENCE.

Two hours allowed for this paper.

N.B.—*Only five questions to be answered. Illustrate your answers wherever possible by diagrams.*

Dr. SKEFFINGTON, Senior Inspector.

Mr. HELLER, Organiser and Inspector of Elementary Science.

1. Given an ordnance map, how would you find the distance by road between two places marked on it? How many acres would one square inch represent on an ordnance map of scale 25 inches to 1 mile?
2. Describe experiments which prove the statement :—  
"The lengths of counterbalancing columns of liquids in a U tube are inversely proportional to the densities of the liquids."
3. In finding the weight of one cubic centimetre of air, some air must be extracted from the flask; explain carefully by what different methods this may be accomplished.
4. How would you show that bodies which float on water are lighter than water, and that bodies which sink in water are heavier than water?
5. Describe the construction and graduation of a thermometer, and mention the domestic uses to which it may be put.
6. Describe simple experiments to show :—
  - (a.) that air is necessary for burning;
  - (b.) that only a small fraction of the air is actually concerned in the burning process.
7. By what different means is heat transferred from place to place? Illustrate your answer by means of familiar examples.
8. Two samples of milk, the one pure, the other diluted with water, are given. How would you distinguish the one from the other?

IRISH (OPTIONAL SUBJECT).

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each section—A, B, C. The Examiner will read only the first five answers left uncanceled. Candidates are not at liberty to select questions from the two sections headed B, they must confine themselves to one of these sections. The quest ons in this paper are all of equal value.

Dr. SKEFFINGTON, Senior Inspector.  
Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish :—

My father has bees. He has often as many as twelve hives.\* The bees work by day. They know my father well, and no other person can safely approach them. One day one of them stung† Míosa. She has seldom gone back to them since. I am often there in the summer. The sun is hot, the weather fine, and the flowers‡ growing.

2. Translate into Irish :—

That sort of work leads to much expense.§ I am under expense enough already. Are you thirsty, Maurice? No, but I am hungry.

There is Brian going down to the cows. Brian, where is little William? I left him at home. He cut his finger with the knife. I have bread, you have butter, they have a salmon. The cow is on the height; turn her down.

SECTION B. (Páinleabaí and An Céad Léigheoir.)

3 (a.) Translate into English :—

Seo seo caoite Cúinn. Naoí ceap íar. Tá caoite eile ag Conn ná caoite go veí an baile móir. Tá a céad naoi ar Conn agus íar 'n-a léim ar. Deir sé naí máis léir eol go veí an baile móir, ac íar bóig léim féin gur máis. Tá lompaí fada ar an gcáoite. Íar ceap an naí olann. Ní léim íar eol. Tá olann bán agus olann dub ann.

Tá naoi agus naoi n-éim ag Naíle Óg Tá eol ag an naí éim uca ar Naíle féin. Tá éim eol agus agus íar ceap an ceol ar a ná.

\* caoite = a hive.

† léim = sting.

‡ bláanna = flowers.

§ ceap = expense.

|| ceap = expense.

4 (a.) Translate into English :—

Óíonn sí arís agus é ag obair go páirce saé lá. Óíonn sí arís  
 rá'n gcórr ag tarrmáing na móna a baile. Tá ceann deag aici.  
 Tá dá fáil 'n-a ceann agus tá dá áluair uirthi. Tá ceitriche cois  
 ríde agus tá mionn táb uirthi ar bair a maiméil. Tugann Ceatal  
 aise maíe é, agus í í atá ag fálaínt go deag agus go ríim, baí  
 o 'Dia uirthi.

Ír áil leom tual ar rígeal  
 Óim ann-rin fan lá  
 Óíonn Ceat ír Nóra leom  
 Óíonn ceol agann ír cáir.

5 (a.) Translate into English :—

Do tóg ré an ríeal 'n-a láim agus do éiom ré ar obair go tian.  
 Óain ré ríeal trairna na páirce. Ír é bí go maíe éim a déanta,  
 baí ó 'Dia air. Ceatíe ríeal 'n-a baíe agus tóg ré amaíe an  
 ríeal agus do leam Nóra uirthi ag ceangal. Táinig Óairmíe  
 iríeal agus é í ré a tinnéar: nuair bí rin déanta arís ceatíe  
 amaíe arís agus leam ríeal agus Nóra é.

6 (a.) Translate into English :—

Tug Ceatal boica leir agus bí an cat bán le cois Cáit. Ói ríeal ag  
 maíe ceatíe baíe réim. Tóg Ceatal ceol 'n-a láim, agus ceatíe ré ríeal  
 ar an ríeal í. Nuair bí sí ag ceatíe amaíe, baíle sí an cat bán ra  
 ceatíe. Do leir an cat ríealíe maíe ar: níeal maíe leat a ceatíe.

Nuair ceanníe Cáit maíe rin é, do éiom sí ar gól. "Ué a  
 Ceatal" ar ríeal "tá an cat baíe maíe arís." "Ná habair é a  
 Cáit a ceatíe; tá bhrón orim 'n-a ceatíe; ní ceatíe ceol go bhríe arís."

#### SECTION B. (Ceatíe Deaga and Ceatíe Fába.)

3 (b.) Translate into English :—

Sin ceann agus leom. Siníe ceat. Ír gránda an ceatíe maíe,  
 ní í é an ceatíe ceatíe mé ó maíe mo gránda.

Tá ceann ag saé uile ceatíe. Tá agus anam. Ír leomíe ceat  
 ceatíe na ceatíe.

"Sáit maíe do ceatíe mo ceatíe a ceatíe.

Í m-bríealín lín 'r í ríealín ceatíe."

Ír ceatíe leom a ríeal, naíe ríeal leom ceatíe ceatíe ceatíe  
 ceatíe ceatíe—ní ceatíe ceatíe ceatíe, agus tá ceatíe ceatíe ceatíe  
 Ceatíe tá ceatíe.



4 (b.) Translate into English :—

“An fíor” arfa Seagán na Leana gan bfu an gaba a lán ag  
teacht ó Cill Áine aréir? “Níl ré fíor agur níl ré breugac”  
arfa Séamus. “Níl a lán bfuirte acé cá rí gormogde coná mór rin  
go bfuil-eagla orna ná beró aon maic ann go seo. Tá an fear  
boct buabairca go leor, acé 'ré an muo ir mó cá cur ar anoir gan  
Neillí best pórtu.

Ir gairé an lá é. Tá an t-ardar i n-oiré éuna. Tá an tairé  
maré. Cao t'airé ar an t-airé? Ói ré ag conrac le tairé ba  
mó ná é.

5 (b.) Translate into English :—

Oé! fearé an gabar ir an ngort. Gab amac ar ran, a gairde.  
Ar éualaró tá an déarra beag éo ar “Ceatruar gneairte gan  
best breugac” agur ar éualar gnamcaé, gan best burde?”  
Éualaró me gan aihuar. Éualaró mé é an aréce ro a bí mé ag  
mairé cártu le Donnall Óg. Ói fear gcealarde 'n-a furoe i n-acs  
na teme agur é ag tabairt ahrán agur déarraí saró.

Tá Néua ag uol go Dán-mór. Níl am ag taró ar uol ann. Tá  
Néua mall agur tá réce raba cam ann.

6 (b.) Translate into English :—

“An rpreallairín rugar” arfa Tadó nuar a éuala ré cao  
vubairt a éune muinnear-ó “Tá fíor agamra go mast cao cá  
'n-a éann; acé béro an rgeal go cruaró orma ná rárocarra é.  
Nuar éuala Bogán na Laozarre cao ro tuit amac ar atair Neillí,  
níor étraa go raba ré ag vorar réce an gaba. Ní maic móran  
rálte ag Tadó muir, acé rari ar rág ré an temcán bí taob eile  
ar an rgeal.

#### SECTION C,

7. Mention, and illustrate your answer by examples, three distinct cases in which the initial consonant of the verb suffers aspiration.

8. What letter eclipses *g*, *p* and *t* respectively? Give examples to illustrate your answer.

## FRENCH (OPTIONAL SUBJECT).

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section, but not more than two from any one, A, B, C.*

Dr. BEATTY, Senior Inspector.  
Mr. HERON, District Inspector.

## SECTION A.

## 1. Translate into English :—

Rosa avait aperçu par la fenêtre une dame qui montait l'avenue. La reconnaître pour Madame Reynold, courir au-devant d'elle, se jeter à son cou et l'accabler de caresses, ce fut l'affaire d'un instant. Madame Reynold les lui rendit avec une tendresse toute maternelle, puis demanda à voir sa tante. Rosa l'introduisit dans la chambre où Madame Darcy, son tricot à la main et le chat roulé en boule, et filant doucement comme un chat rentier qui n'a qu'à se laisser vivre sans s'inquiéter d'où lui viennent les biens, occupaient en face l'un de l'autre leurs places respectives.

## 2. Translate into English :—

La journée fut longue et difficile à passer. Tout ce que proposait Mademoiselle Noémi était rejeté d'un ton désobligeant par la pauvre enfant, qui, tout en se livrant ainsi à son mauvais naturel, aurait donné le monde entier pour ouvrir son cœur à une amie et pour entendre une parole de consolation et d'affection. Elle n'osa pas même insister pour qu'on lui dit la vérité sur l'état d'Alfred, mais elle resta éveillée jusque fort avant dans la nuit, prêtant l'oreille au plus léger bruit et le cœur agité par un battement étrange. A minuit, il lui sembla entendre du mouvement dans la maison. Des portes s'ouvrirent et se fermèrent avec précaution; des pas légers glissèrent dans le passage; elle crut même saisir quelques chachotements.

## 3. Translate into English :—

Quand William eut fini son histoire, tous les auditeurs se levèrent et chacun fit ses réflexions sur ce qu'il venait d'entendre: il n'y en eut qu'un qui resta et qui ne dit rien; c'était Georges Fitzel. Il demeura longtemps les deux coudes appuyés sur ces genoux et la tête dans ses mains, paraissant réfléchir profondément, et il fallut l'appeler deux fois pour le souper. Mais le lendemain, dès le matin, il revint avec son père dans la boutique de William Kennedy.—Voisin, dit le

vieux Fitzel ; voici un enfant que votre histoire a rendu sage : Georges veut aussi être utile, et il vient vous prier de le prendre pour apprenti.

SECTION B.

4. Translate into French :—  
What are you thinking of?  
I will tell you when I am ready.  
You are quite right.  
Have your friends arrived?
5. Translate into French :—  
At what hour will you be at your father's?  
Bring me some cold water.  
He has lost his own dog and mine.  
I shall wait no longer.

SECTION C.

6. Write down the plurals of *bal*, *travail*, *œil*, *clou*, *jeu*, *éventail*.
7. Give the present participle, the preterite first person singular, and the past participle of *ouvrir*, *voir*, *écrire*, and *vivre*.
8. Compare *bon*, *mauvais*, and *petit*, and the corresponding adverbs.

LATIN (OPTIONAL SUBJECT).

One hour and a half allowed for this subject.

N.B.—*Questions 1, 2, and 3 are compulsory. Of the remaining questions only two may be attempted.*

Mr. STRONGE, Senior Inspector.

Mr. DICKIE, District Inspector.

1. Translate into English :—

Hoc proelio facto, reliquas copias Helvetiorum ut consequi posset pontem in Arare faciendum curat, atque ita exercitum traducit. Helvetii repentino ejus adventu commoti cum id quod ipsi diebus viginti aegerrime confecerant, ut flumen transirent, illum uno die fecisse intelligerent, legatos ad eum mittunt cujus legationis Divico princeps fuit.

2. Translate into Latin :—

(a.) He knew that four hundred of the enemy were hastening towards the city.

(b.) I asked the boy whether he were younger than his brother.

(c.) Let us not blame those worthy of praise.

(d.) Call together the citizens that the enemy may not lay waste our fields.

3. Translate into English :—

Dum haec apud Caesarem gerantur, Labienus eo supplemento, quod nuper ex Italiâ venerat, relicto Agendici, ut esset impedimentis praesidio, cum quatuor legionibus Lutetiam proficiscitur. Id est oppidum Parisiorum, positum in insulâ fluminis Sequanae. Cujus adventu ab hostibus cognito magnae ex finitimis civitatibus copiae convenerunt.

4. (a.) Give genitive and ablative cases—singular and plural—of *scelus*, *genu*, *ars*, *bos*, *dies*; and

(b.) Decline in full the adjectives *prudentialior*, *duo*, and *dives*.

5. (a.) Compare the adjectives *bonus*, *parvus*, *liber*, *acer*, and *humilis*.

(b.) Express in Latin *oldest* and *youngest*.

6. (a.) Conjugate *praebere*, *sonare*, *vetare*, *vincere*, *reperire*.

(b.) Write out in full the perfect indicative and present subjunctive of *ponere*, *posse*, and *audire*.

7. (a.) What are defective, deponent, and impersonal verbs? Give examples.

(b.) Express in Latin :—

“It causes me sorrow.”

“It thunders.”

“Having spoken thus, he departed.”

8. (a.) What is meant in Latin by the sequence of tenses?

(b.) Express in Latin the different possible significations of “She may come.”

## IV.—QUESTIONS set to candidate pupil teachers.

## PENMANSHIP.

Half an hour allowed for this paper.

Mr. O'RIORDAN, Senior Inspector.

Mr. W. J. BROWNE, District Inspector.

Transcribe :—

(a.)           LOSS OF THE ROYAL GEORGE.

Toll for the brave!  
The brave that are no more!  
All sunk beneath the wave  
Fast by their native shore.

Eight hundred of the brave,  
Whose courage well was tried,  
Had made the vessel heel  
And laid her on her side.

(b.) "Examine now," said he, "this sea that is thus bounded with darkness at both ends, and tell me what thou discoverest on it."

"I see a bridge," said I, "standing in the midst of the tide."

"The bridge thou see'st," said he, "is Human Life; consider it attentively."

ADDISON.

(c.) Joseph Patrick McGinley, Monday, 1st January, 1906.

## SPELLING AND PUNCTUATION.

Mr. KELLY, Senior Inspector.

Mr. SEMPLE, District Inspector.

There is nothing more memorable in history than the actions, fortunes, and character of this great man, whether we consider the grandeur of the plans he formed, the courage and wisdom with which they were executed, or the splendour of that success, which adorning his youth continued without the smallest reserve to support his age even to the last moments of his life. He lived above seventy years, and reigned, within ten years, as long as he lived—sixty over his dukedom, above twenty over England—both of which he acquired or kept by

his own magnanimity, with hardly any other title than he derived from his arms; so that he might be reputed in all respects as happy as the highest ambition the most fully gratified, can make a man. The silent inward satisfaction of domestic happiness he neither had nor sought. He had a body suited to the character of his mind; erect, firm, large, and active, whilst to be active was a praise; a countenance stern, and which became command. Magnificent in his living, reserved in his conversation, grave in his common deportment, but relaxing with a wise facetiousness, he knew how to relieve his mind, and preserve his dignity; for he never forfeited by a personal acquaintance that esteem he had acquired by his great actions.

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### GRAMMAR.

One hour and a half allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value.*

Mr. BROWN, Senior Inspector.

Mr. McENERY, District Inspector.

1. Parse the words in *italics* :—

*O Solitude!* where are the charms,  
*That sages have seen* in thy face?  
*Better dicell* in the midst of alarms  
 Than *reign* in this horrible place.

2. Analyse :—

I see, said I, a huge valley and a prodigious tide of water rolling through it.

3. How is the Possessive Case formed in the singular and in the plural (a) of nouns ending in *s*, and (b) of compound nouns? Give examples.

4. Give examples showing the different forms employed for marking comparison in adjectives.

5. Write out sentences introducing the past tense and past participle of the following verbs : *lie, be, thrive, swim, eat.*

6. Distinguish between mine and my, thine and thy, ours and our; and illustrate by examples.

7. Write down the plural of *gallows*, *topaz*, *solo*, *Mary*, *wharf*, and the singular of *radii*, *genera*, *data*, *indices*, *hypotheses*.

8. Correct or justify the following :—

- (a.) Who do you speak to?
- (b.) They are both fond of one another.
- (c.) Well is him that hath found prudence.
- (d.) Whom do you think that I am?

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### ENGLISH COMPOSITION.

One hour and a half allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. DEWAR, Senior Inspector.

Mr. FITZPATRICK, District Inspector.

#### SUBJECTS FOR ESSAY.

- (1). "There is nothing so undignified as anger."
- (2). "Deeds are better things than words are."
- (3). Give an account of the death and funeral of Ophelia.

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### ENGLISH LITERATURE.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. DALY, Senior Inspector.

Mr. MAHON, District Inspector.

- 1. What was the fate of each of Lear's daughters?
- 2. Recount the prophecies made to Macbeth at his second interview with the witches, and narrate how each prophecy was fulfilled.
- 3. Relate how Bassanio secured Portia as his wife.
- 4. How did Portia disappoint Shylock of his revenge and despoil him of his riches?
- 5. What were the causes of Hamlet's departure for England? What events took place on the journey?
- 6. Give some account of the following characters mentioned in the selected Tales :—  
Cain, Fleance, Nerissa, Laertes, Adam.
- 7. Mention the circumstances that led to the meeting of Rosalind and Orlando in the Forest of Arden.
- 8. What event changed the character of Oliver? What consequences followed from this change?

## GEOGRAPHY.

One hour and a half allowed for this paper.

*N.B.—The map question is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map question and the first four other answers left uncanceled. The questions in this paper are all of equal value.*

Mr. O'CONNOR, Senior Inspector.

Mr. CROMIE, District Inspector.

1. On the accompanying map of Ireland mark the position of the Mourne Mountains, the Liffey, Sligo, Athlone, Erris Head, Carnsore Point, Achill Island, Lough Neagh, Dingle Bay, and Carlingford Bay?

2. What are the principal industries of New South Wales, Queensland, South Australia, and West Australia?

3. What and where are:—Winnipeg, Sutlej, Lagos, Cape Breton, Port of Spain?

4. Which of the British possessions export timber?

5. In what countries do the following peoples live:—Maoris, Cingalese, Zulus, and Ashantees?

6. Give a brief description of India under the following heads:—(1) physical aspect, (2) products.

7. Where and for what noted are:—Patua, Johannesburg, Valetta, Kowloon, St. Helena?

8. Name the chief divisions of the Dominion of Canada and one important town in each.

## ARITHMETIC.

Two hours allowed for this paper.

*N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value. Brief explanatory notes of your work should be given.*

Mr. DALTON, Senior Inspector.

Mr. HUGHES, District Inspector.

1. Gold is £3 17s. 6d. per ounce, silver £2 14s. per pound. What is the value of a piece of silver of equal weight with a piece of gold which is value for £1,240?

2. Express in Troy Weight  $\frac{2}{3}$  of  $\frac{5}{8}$  ( $\frac{1}{2} - \frac{1}{8} + \frac{1}{4}$ ) of 1 lb Avoirdupois.

3. At what rate per cent. per annum will £225 gain £3 12s. in 146 days?



4. How many yards of paper 2 ft. 6 ins. wide are required to cover the walls of a room 20 ft. 6 ins. long, 9 ft. 6 ins. wide, and 13 ft. 6 ins. high; and what will be its cost at 7s. 4d. per dozen yards?

5. The following articles were sold:—

151	at	11d.	each.
300	„	9½d.	„
37	„	10d.	„
1	„	2s. 6½d.	„
50	„	9½d.	each.
100	„	9d.	„
25	„	10½d.	„

What is the average selling price? Explain how you would calculate mentally the first three of the given items.

6. What income will be derived from the investment of £7,500 in 4½ per cent. Stock at 92½?

7. The sides of a triangle are 13, 14, and 15 feet respectively; compare its area with that of an equilateral triangle having the same perimeter.

8. Find the length of a circular cycle track enclosing a plot of 3 statute acres.

### ALGEBRA.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five questions left uncanceled. The questions in this paper are all of equal value.

Mr. McCLEINTOCK, Senior Inspector

Mr. MACMILLAN, District Inspector.

1. Given  $3x = 4$ ,  $2y = 5$ ,  $6z = -7$ , find the value of—

$$\sqrt{6x + 5y + \frac{3}{2}} + \sqrt{5y + 4z + \frac{1}{2}}$$

2. The product of two expressions is  $3x^3 - x^4 + 2x^2 + 2x - 1$ , and one of them is  $1 - x + x^2$ ; what is the other?

3. Solve—

$$(x - 2)(7 - x) + (x - 5)(x + 3) - 2(x - 1) + 12 = 0.$$

4. Find a number such that its half is as much above 100 as its third part is below 100.

5. Simplify—

$$\frac{1}{2}x - \frac{1}{3}(3y - \frac{1}{2}z) - [x - \{\frac{1}{4}x - (\frac{1}{2}y - \frac{1}{4}z)\} - (\frac{2}{3}y - \frac{1}{4}z)].$$

6. Divide  $9x^3 - x^2 - 32x + 24$  by  $3x^2 + 2x - 4$ .

7. Find the sum of three consecutive odd numbers of which the middle one is  $2n + 1$ .

8. Subtract the cube of  $4 + x^2$  from the square of  $8 + 6x^2 - x^4$ .

## GEOMETRY AND MENSURATION.—MEN.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which two and not more than three must be in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value.*

Mr. J. ROSS, Senior Inspector.

Mr. J. CHAMBERS, District Inspector.

## SECTION A.

1. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal : (1) the angle which is contained by the two sides of the one is equal to the angle contained by the two sides equal to them, of the other ; and (2) the two triangles are equal to one another.

2. To describe a parallelogram equal to a given rectilinear figure, and having an angle equal to a given angle.

3. The opposite sides and angles of a parallelogram are equal to one another ; and (2) the diagonal bisects it.

4. Any two sides of a triangle are together greater than the third side.

## SECTION B.

5. The base of an isosceles triangle is 54 feet, and each side is 45 feet. Find the length of the perpendicular from an extremity of the base on the opposite side.

6. ABCD is a quadrilateral figure : BC is parallel to AD : if AB, BC, and CD be each 325 feet, and AD be 733 feet, find its area.

7. The sides of a right-angled triangle are 11 and 60. Prove that the equilateral triangles described on them are together equal to that described on the hypotenuse.

8. A rectangular garden, 28 yards long by 24 yards broad, is made 4 yards longer. How much must be cut off the breadth so that the area shall remain unchanged. Find in yards how much longer fencing will be required in the new than in the original shape.

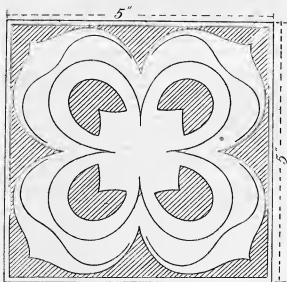
## FREEHAND DRAWING.

Time allowed,  $1\frac{1}{2}$  hours.

Dr. ALEXANDER, Senior Inspector.

Mr. COYNE, District Inspector.

Draw, by means of instruments, and according to figured dimensions, the frame shown below. Copy (freehand) within this frame, the design given, keeping the same proportion between it and the frame as is shown in the example. (*India-rubber should be very sparingly used, if at all.*)

Width of frame =  $\frac{1}{2}$ ".

## NEEDLEWORK.

Time allowed, six hours.

Mr. STRONGE, Senior Inspector.

Miss PRENDERGAST, Directress of Needlework.

## SEWING.

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*run and fell seams, a buttonhole* (barred at one end, rounded at the other); *sewing on gathers* (also known as "stocking-on"). One buttonhole and one inch of each of the stitches will be accepted as a sufficient amount of work, and candidate will do well not to attempt more, as she would thereby occupy time required for the other branches of this subject. A small *patch* (about one inch and a half square) is to be tacked on, top-sewn round one-quarter of the outer, and hemmed round the same quarter of the inner side of the patch, so as to complete one corner of it.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

## KNITTING AND DARNING.

Candidate having provided herself with a piece of knitting in progress, viz. ; the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting three or four rounds of it. The sock should have securely stitched to it a label about one inch broad, and one and a half inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works from the wrong. She is to darn a round hole, not smaller than a threepenny piece nor larger than a sixpence, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be attached, by a few strong stitches, to the specimen of sewing.

## CUTTING-OUT.

Paper for this test will be supplied. The specimen is to be tacked together with needle and thread; *no pins are to be left in it.*

Candidate is required to cut out a boy's shirt (which may be half size only, if preferred, but must not be a half shirt). On this she will mark distinctly her examination number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

V.—QUESTIONS set to candidates for certificates of competency to teach Special Subjects.

IRISH.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each section—A, B, C, D. The Examiner will read only the first five answers left uncancelled.

The questions in this paper are all of equal value.

Dr. SKEFFINGTON, Senior Inspector.  
Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish :—

The Phantom spread his dark robe before him for a moment, like a wing; and withdrawing it, revealed a room by daylight, where a mother and her children were. She was expecting someone with anxious eagerness; for she walked up and down the room; started at every sound; looked out from the window, glanced at the clock; tried, but in vain, to work with her needle; and could hardly bear the voices of her children at play. At length the long-expected knock was heard. She hurried to the door, and met her husband.

2. Translate into, or express otherwise in, Irish :—

Register Number 656, John Murphy, 23rd June, 1906. What lesson have we to-day? You should pause at that word: do you not see that it is followed by a full stop? Add 6, 27, and 53. What is the difference between 13 and 38? Multiply 27 by 5. Divide 36 by 4. What is the price of  $5\frac{1}{2}$  yards of cloth at 1s. 4d. per yard? What is the subject matter of this lesson? Spell and pronounce that word.

SECTION B.

2. Cuir béarla ar :—

'S ionnda lá aréanna bíod-ia 'r Páon,  
'S an Páon 'nár gcionn fá lám-réim.  
Ag mairc fiteáille agur ag ól  
'S ag clof ceol, an áiréan ba érean.  
Ag feargairéac : ngleannacab mín'  
'S an ngaráir béil-éinn' agann ann,  
Seafar eite óéinn : ngarab-éilec  
Ag feargairéac laoc go lám-reann !

Πόρνας :—

Α Οηίν βασέ, τρέξ γο γόιλ  
 Όε το ζαιρεαδ νόρ αρ αν εβέινη—  
 Γιονναγ το έυαβαγ γο Τηρ να η-Όξ ?  
 Λεα νύνη γανν γό ανοιγ αρ το γεουλ.

Οηίν :—

Όε έυγαμαγ αρ γεύλ το'η εηρ  
 '8 αρ η-αγαρό γο νήρεαδ γλαν γιαρ  
 Όο έρωξ αν ήήν-ήειρ ποήαηη  
 '8 το ήιον 'να ηρηνηεηβ ηη άρ η-όιαρό.

4. Κυρ θέαρελα αρ :—

(α.) Όο έυαρό ΜακΚονναγα μαρ γηη γο Όαυε-αν-Ρηαοεττξ ;  
 Όο γυαρ γέ κοβαηρ ανη, αγυρ βα ζηάταδ ανη έ αρ γεαυ νόρμάν  
 το έλαδανταδ ; νηιαρό αν ανα γο. Όήι Όυκατ γιαλ, γάλτσα-  
 ήαηλ μαρ το έί νόρμάν ν'αηηηβ ηα ηέρεαηη αν ταν γηη, θα  
 λατε γαοιλ γογυηγ τό ηά Ραοηαξ, εαηον, τήεαηηαηε αν Χηηηραξ  
 ήόηρ.

(β.) Όί αν ορόε αγ τυλ ταηηα γο μαλλ,\* ηγ γά θεηρεαδ το  
 έυηηηξ αν έαηηε 'γαν ηρεοηηα εηε, ηγ ηί παδ γυαηη ηε ελοηηε  
 αρ γυαυ αν τήε. Αέε ηί παδ Μακ Ηι έαοηδ γάρτα ; η-α αγηηεαδ.  
 Όγυαυ ααρό έ. Όί εολαγ ήιατ αγε αρ γάηαδ εαηεαη ηγ αρ  
 ελεαηηδ κοηηεαυαηεεδ ; ηγ ηί παδ α έηρο-αήηαγ γαν γάε αν ταν  
 γοηη.

5. Κυρ θέαρελα αρ :—

(α.) Όο έί ηρατ γαηηηηξ γαυα, γέρό  
 Αξ γολαδ αν γέηο-εαδ έάηη,  
 Όιαλλαυ ζηεαηηα το θεαηξ-όρ  
 Ώγ γηυαη ηελ-όηρ ηη ά νσαη-λάηη.

Όήι εεήρε εηυρό' γο εάηηά γυοι  
 Όε'η οη ηυηε βα γλαηε γεάιλ,  
 Ρεαηε αηηεο ; γεάιλ α έήηη,  
 '8 ηί παδ γηη ηραοηεαλ εαδ το β' γοαηη.

(β.) Όοβ' ήηη-ήηε Όονηεαδ Ρεαυ Μακ Κοηηαγα γαν αήηαγ—  
 θέαηηαδ "Όάη-έηοηε έήρεαηη Όξξ" γο το θεάηηηεαδ, τά ηηέρεαδ  
 γέ γαν αση γαηη εηε το γηηόδαδ ηε η-α γέ ; αέε ηγ αηαη το  
 εηξ γέ αν τό γέηη έυη α δάηηα το θέαηηη ήηη ηό βλαηα.

## SECTION C.

6. Cuir béarla ar:—

Ói tuite uaf na píobairí go raib ceol ríde aige. Nuair a bíodar go léir corúda, tónáite, buailte amhá, tpraotta, ó'n fúinne, v'iaruair ar an bhíobair ar ceol ríde vo fainne dáib. Úiltuig ré ar réad aórad. Dubairt ré go raib an ceol ró aeriá, agus náir áairt é fainne : gairuairan.

Tuairuair voel eile v'íon an ráib ó, agus bíodar ar tatant ar órdóe go v-tí go m-b' éirion vó gúillair. Glair ré an ráib. Tairn ré an mála. V'eir ar éiruaite ré mar beirí gan amam gan anól. Da gairuair gur h-airuair mar béud gnúraicéat b'ráib bog réid ar glairuairt móiréiméall an tair larmú.

7. Cuir béarla ar:—

(a.) Ói an dá rúab ór coirair a céite ar ráibe Áisana Tairé, maron Óome an Céarfa, gan mbairan 1014. Ói an rá réim, óruair, ma dában mar bí ré ró-órua le vol cun t'rua. Ói na Láilannair agus a gúil le rairuair aca, agus coillte go rairuair tairéall t'ir gúit uile áit. Tá tairé agus r'áruairan moir ann.

(b.) Cuir rí Bionn ar a ruair agus, r' amáit léide r' áir rair rí go raib rí aige móra áairgan. Cúil rí pionna a b'ollair r' v'ráib rí maric ionn go b'ruair á pionna air. Rair rí móra ionn. Sin móra áairgan (l. áair r'inn) ó'n lá r'inn go v'í an lá go.

8. Cuir béarla ar:—

ORÓE NA GÁOITE MÓIRE.

Ar Oróe Áin an Dá Lá áair,

Óiró cumine g'unn go h-áir;

I r'ionna mílte v' áir;

I mbairt mar r' t'ir;

Oróe Gáite móire,

Oróe r'ruair r' v'áir i,

Óair Coillte r' r'ruair a r'ruair,

Áair óair vo na r'ruair.

Oróe r'ruair, r'ruair,

R'ruair, r'ruair, gáite—

I r' tuite v'ail naé léirair

Cúair an Áir-Ríob áair;

An v'ruair mílte ar gáite

Áair an áir le gáite ar léirair,

Áirúair v'ail r' áirair

Rair áair áair r' áirair.

## SECTION D.

9. Parse the words :—

ἄγιστον, κοστῆ, ἡ ἡγεμονία, ἄμνη, λαός, ἐγγάμιον and τίον which occur in Q 3.

10. Give the verbal noun of each of the verbs :—

ἀναπνῆναι, βαίνειν, ἔσθω, τρώω, βουλέω and μελέω.

## FRENCH.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in the paper are all of equal value.*

Dr. BEATTY, Senior Inspector.

Mr. HERON, District Inspector.

## SECTION A.

Translate into English :—

Les tirailleurs arrivaient alors près du ravin bordé de broussailles et de haies vives. Déjà, quelques instants avant, j'avais aperçu plus loin, de l'autre côté, quelque chose remuer et reluire comme des épis où passe le vent ; l'idée m'était venue que les Russes, avec leurs lances et leurs sabres, pouvaient bien être là ; j'avais pourtant de la peine à le croire. Mais, au moment où nos tirailleurs s'approchaient des bruyères, et comme la fusillade s'engageait en plusieurs endroits, je vis clairement que c'étaient des lances. Presque aussitôt un éclair brilla juste en face de nous et le canon tonna. Ces Russes avaient des canons ; ils venaient de tirer sur nous, et je ne sais quel bruit m'ayant fait tourner la tête, je vis que dans les rangs, à gauche, se trouvait un vide.—(ERCKMANN-CHATRIAN).

2. Translate into English :—

A minuit nous arrivâmes dans les grandes promenades qui longent la Pleisse, et nous fîmes halte sous les vieux tilleuls dépouillés. On forma les faisceaux. Une longue file de feux tremblotait dans le brouillard jusqu'au faubourg de Ranstadt. Quand la flamme montait, elle éclairait des groupes de lanciers polonais, des lignes de chevaux, des canons et des fourgons, et de loin en loin, quelques sentinelles immobiles dans la brume comme des ombres. De grandes rumeurs s'élevaient en ville, elles semblaient augmenter toujours, et se confondaient avec le roulement sourd de nos convois sur le pont de Lindenan.



C'était le commencement de la retraite. Alors chacun mit son sac au pied d'un arbre et s'étendit dessus, le bras replié sous l'oreille. Un quart d'heure après, tout le monde dormait.-- (ERCEMANN-CHATRIAN).

3. Translate into English :—

L'indigne ambition que ton cœur se propose !  
 Pour être plus qu'un roi, tu te crois quelque chose !  
 Aux deux bouts de la terre en est-il un si vain  
 Qu'il prétende égaler un citoyen romain ?  
 Antoine sur sa tête attira notre haine  
 En se déshonorant par l'amour d'une reine ;  
 Attale, ce grand roi, dans la pourpre blanchi,  
 Qui du peuple romain se nommoit l'affranchi,  
 Quand de toute l'Asie il se fût vu l'arbitre,  
 Eût encor moins prisé son trône que ce titre.  
 Souviens-toi de ton nom, soutiens sa dignité ;  
 Et, prenant d'un Romain la générosité,  
 Sache qu'il n'en est point que le ciel n'ait fait naître  
 Pour commander aux rois et pour vivre sans maître.

(CORNEILLE.)

SECTION B.

4. Translate into English :—

Dans ces deux mois, les derniers que je devais passer auprès de lui, il sembla prendre à tâche de récapituler tous les conseils qu'il m'avait donnés en ma vie. Il me recommandait d'honorer notre nom, comme s'il avait cru que j'étais seul à le porter après lui. Je remarquai qu'il me traitait moins en garçon de seize ans qu'en futur chef de famille, plaçant sous ma protection d'écolier mes oncles, mes cousins, ma mère et grand-maman elle-même :

" Ne les perds pas de vue, reste auprès d'eux autant que tu pourras ; ton pauvre père me remplacerait s'il était vivant ; c'est à toi de remplacer ton père."—(EDMOND ABOUT.)

5. Translate into English :—

Il n'est pas temps encor de chercher le trépas ;  
 Ton prince et ton pays ont besoin de ton bras.  
 La flotte qu'on craignait, dans ce grand fleuve entrée  
 Croit surprendre la ville et piller la contrée.  
 Les maures vont descendre ; et le flux et la nuit  
 Dans une heure à nos murs les amènent sans bruit.  
 La cour est en désordre, et le peuple en alarmes ;  
 On n'entend que des cris, on ne voit que des larmes.  
 Dans ce malheur public mon bonheur a permis  
 Que j'ai trouvé chez moi cinq cents de mes amis,  
 Qui, sachant mon affront, poussés d'un même zèle,  
 Se venaient tous offrir à venger ma querelle.

(CORNEILLE—*Le Cid*.)

## SECTION C.

6. Write in French a short letter to a friend describing a visit to some large town.

7. Translate into French :—

Many among you can remember, and you have all heard of, the effect produced in France, twenty-nine years ago, by the consular government and of the condition in which it had found our country. Abroad, a foreign invasion imminent, continual disasters in our armies; at home, the almost complete dissolution of government and people; no revenues, no public order; in a word, a society beaten, humiliated, disorganised,—such was France on the accession of the consular government.

## SECTION D.

8. In what cases are the disjunctive personal pronouns *moi, toi, lui, elle, nous, vous, eux, elles* used? Frame a sentence as an example under each case.

9. After what classes of verbs is the subjunctive mood used in French? Frame a sentence as an example under each head.

10. Translate into idiomatic French :—

- (a.) Does the room look into the garden?
- (b.) I must get up early to-morrow.
- (c.) Is there anything particular to see in the town?

Translate into idiomatic English :—

- (a.) Vous avez beau demander.
- (b.) Je m'en passerai très-bien.
- (c.) J'en fus quitte à bon marché.

## LATIN.

One hour and a half allowed for this paper.

N.B.—*Five questions only to be attempted. The first four questions are obligatory. The Examiner will read only the first other answer left uncanceled.*

Mr. STRONGE, Senior Inspector.

Mr. DICKIE, District Inspector.

1. Translate into English :—

Duplex inde Hannibali gaudium fuit; neque enim quiequam eorum, quae apud hostes agerentur, cum fallebat et perfugis multa indicantibus et per suos explorantem; nam et liberam

Minucii temeritatem se suo modo captaturum, et sollertiae Fabii dimidium virium decessisse. Tumulus erat inter castra Minucii et Poenorum, quem qui occupasset haud dubie iniquiorem erat hosti locum facturus. Eum non tam capere sine certamine volebat Hannibal, quanquam id operae pretium erat, quam causam certaminis cum Minucio, quem procururum ad obsistendum satis sciebat, contrahere.

(a.) Explain the expression—

*Signa convelli, triarii, pulvinaria.*

(b.) Describe very briefly Hannibal's strategy at Lake Trasymene.

2. Translate into English :—

Non prius aspicias, ubi fessum aetate parentem  
Liqueris Anchisen? superet conjunxne Creusa,  
Ascaniusque puer? quos omnes undique Graiae  
Circum errant acies, et ni mea cura resistat  
Jam flammae tulerint, inimicus et hauserit ensis.  
Non tibi Tyndaridis facies invisit Laecinae,  
Culpatusve Paris; divum inclementia, divum,  
Has evertit opes, sternitque a culmine Trojam.

Parse *liqueris, Paris.*

Explain the mood of *superet*.

Relate very briefly the episode of Androgeos.

3. Translate into English the following passage :—

Illi haec inter se dubiis de rebus agebant  
Certantes; castra Aeneas aciemque movebat.  
Nuntius ingenti per regis tecta tumultu  
Ecce ruit, magnisque urbem terroribus implet:  
Instructos acie Tiberino a flumine Teucros  
Tyrrenamque manum totis descendere campis.  
Extemplo turbati animi, concussaque vulgi  
Pectora, et arrectae stimulis haud mollibus irae.  
Arma manu trepidi poscunt: fremit arma juventus.

4. Translate into Latin :—

Arpincius and Junius convey to the ambassadors what they heard. They, troubled by the sudden matter, though those things were said by the enemy, did not think that they should be neglected, and were particularly moved by the fact that it was scarcely to be believed that the humble state of the Eburones would of its own accord dare to make war on the Roman people. And so they refer the matter to the council and in it a great discussion arises.

5. Correct the grammatical errors in the following sentences :—

(a.) Relicto Athenis, per marem Mediterraneum itinere factâ insulam quae Hiberniam vocatur tandem contendit.

(b.) Scire oportet quod pater et mater tua in eodem navi vecti hoc in loco venerunt.

(c.) Qui per natum major est frater tuus aut tu?

6. (a.) Give the various constructions to express price in Latin with examples

(b.) What is the locative case? Give examples of its use.

7. (a.) Decline *dea*, *quovis*, *bos*, *domus*, *jusjurandum*, and *nequam*.

(b.) Give two nouns of the fourth declension which take *abus* in the dative and ablative plural.

8. (a.) Give the general rules of *oratio obliqua*.

(b.) Turn the following passage into *oratio recta* :—

Scire se eos multis laboribus exhaustos pacem quam victoriam malle, sed periculum esse ne timidi a fortibus circumvenirentur.

9. Write out—

(a.) The perfect indicative active of *sero* (to sow), *sero* (to join), *tero*, *tollo*, and *surgo*.

(b.) Explain, with examples, the use of the two supines.

10. Give examples of the use of the genitive case in Latin, in dependence upon adjectives, neuter adjectives (nominative or accusative), and upon verbs. At least three examples to be given in each case.

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